



English Language Arts Common Core Standards
College and Career Readiness Standards

Aventa Learning Course Name: English 3 CR

Core Standards for Reading	Evidence within course
1. Determine both what the text says explicitly and what can be inferred logically from the text.	Throughout the units
2. Support or challenges assertions about the text by citing evidence in the text explicitly and accurately.	Unit 1, Sections A, B, & C Other units as well
3. Discern the most important ideas, events, or information, and summarizes them accurately and concisely	Unit 1, Sections A & B Other units as well
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.	Unit 1, Sections A, B, & C Other units as well
5. Determine when where and why events unfold in the text, and explain how they relate to one another.	These are skills that developed in every genre and period of literature as well as poetry.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.	
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.	Throughout the units
8. Analyze how specific word choices shape the meaning and tone of the text.	Throughout the units
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.	Throughout the units
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.	Many of these elements can be found throughout the units.
12. Extract key information efficiently in print and online using text features and search techniques.	Unit 4, Section D Unit 7, All sections Unit 10, All sections
13. Ascertain the origin, credibility, and accuracy of print and online sources.	Unit 4, Section D Unit 7, All sections Unit 10, All sections

<p>14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.</p>	<p>Unit 1, Section D Other units as well</p>
<p>15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.</p>	<p>Unit 1, Section A</p>
<p>16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.</p>	<p>Throughout the units</p>
<p>17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.</p>	<p>Throughout the units students build on what they know and read and discuss a wide variety of texts and discuss the similarity of topics and themes.</p>
<p>18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.</p>	<p>Throughout the units students read and view a wide variety of texts (fiction, non-fiction, poetry and speeches in multiple disciplines.)</p>

Core Standards for Writing	Evidence within course
<p>1. Establish and refine a topic or thesis that addresses the specific task and audience.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>
<p>2. Gather the information needed to build an argument, provide an explanation, or address a research question.</p>	<p>Units 3, 4, 6,8, 10 Sections D</p>
<p>3. Sustain focus on a specific topic or argument.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>
<p>4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>
<p>5. Create a logical progression of ideas or events, and convey the relationships among them.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>
<p>6. Choose words and phrases to express ideas precisely and concisely.</p>	<p>Throughout the units</p>
<p>7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.</p>	<p>Unit 1, Section D Other units as well</p>
<p>8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>

<p>9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.</p> <p>10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.</p> <p>11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.</p> <p>12. Use technology as a tool to produce, edit, and distribute writing.</p> <p>When writing to inform or explain, students must also do the following:</p> <p>13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.</p> <p>14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.</p> <p>15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.</p> <p>When writing arguments, students must also do the following:</p> <p>16. Establish a substantive claim, distinguishing it from alternate or opposing claims.</p> <p>17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.</p> <p>18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.</p>	<p>Throughout the units</p> <p>Units 3, 4, 6, 8, 10 Sections D</p> <p>Units 3, 4, 6, 8, 10 Sections D</p> <p>Units 3, 4, 6, 8, 10 Sections D</p> <p>Units 4, 6, 8, 10 Sections D</p> <p>Units 4, 6, 8, 10 Sections D</p> <p>Units 4, 6, 8, 10 Sections D</p> <p>Units 4, 6, 8, 10 Sections D</p> <p>Units 4, 6, 8, 10 Sections D</p>
<p style="text-align: center;">Core Standards for Speaking and Listening</p>	<p>Evidence within course</p>
<p>1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>

<p>2. Present information, findings, and supporting evidence clearly and concisely.</p>	<p>Units 4, 6,8, 10 Sections D</p>
<p>3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.</p>	<p>Units 3, 4, 6, 8, 10 Sections D</p>
<p>4. Demonstrate command of formal Standard English when appropriate to task and audience.</p>	<p>Throughout the units</p>
<p>5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.</p>	<p>Unit 6, Sections C & D</p>
<p>6. Follow the progression of the speaker’s message, and evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Unit 2, Section D Unit 5, Section C Unit 6, Sections C & D Other sections as well</p>
<p>7. Ask relevant questions to clarify points and challenge ideas.</p>	<p>Unit 2, Section D Unit 5, Section C Unit 6, Sections C & D Other sections as well</p>
<p>8. Respond constructively to advance a discussion and build on the input of others.</p>	<p>Unit 2, Section D Unit 5, Section C Unit 6, Sections C & D Other sections as well</p>