

Anchor Standards		Game Design / Common Core State Standards /College and Career Readiness / Reading Standards for Informational Text / Grade 9 - 10 students											
		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12
		Lessons											
Key Ideas and Details	1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1, 2, 3	5, 6, 7, 8	9, 10, 11	12, 13,	16, 17,	20, 21,	24, 25	26, 27,	29, 31,	33, 34	35, 36,	38
	2 Determine the central idea of the text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1, 2, 3	4, 5, 6, 7, 8	9, 10, 11	12, 13, 14, 16	16, 17, 18, 19	20, 21, 22, 23	24, 25	26, 27, 28	31, 32	33, 34	35, 36, 37	38
	3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	1, 2, 3	5, 6, 7	9, 10, 11	12, 13, 14, 16	16, 18, 19	20, 21, 22, 23	24, 25	26, 27, 28	29, 31, 32	33, 34	35, 36, 37	38
Craft and Structure	4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	2	5, 6, 7, 8	9, 10, 11	12, 13, 14, 16	16, 17, 18, 19	20, 21, 22, 23	24, 25	26, 27, 28	31, 32	33, 34	35, 36, 37	38
	5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	1, 2	4, 5, 6, 7, 8	9, 10, 11	12, 13, 14, 16	16, 18, 19	20, 21, 22, 23	24, 25	26, 27, 28	31, 32	33, 34	35, 36, 37	38
	6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	1, 2, 3	5, 7, 8	9, 10, 11	12, 13, 14, 16	16, 18, 19	20, 21, 22, 23	24, 25	26, 27, 28	29, 31, 32	33, 34	35, 36, 37	38
Integration of Knowledge and Ideas	7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.		4		13, 14	16, 18, 19	20, 21, 22	24	26, 27, 28	32	33	35, 36, 37	
	8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. Identify false statements and fallacious reasoning.	1, 2, 3	5, 7, 8	9, 10, 11	13, 14	19	20, 21	24, 25	26, 27, 28	31, 32	33, 34	35, 36, 37	

Anchor Standards		Common Core State Standards / College and Career Readiness / Writing Standards for Literacy in History / Social Studies, Science, and Technical Subjects Grades 9 - 10 students													
		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12		
		Lessons													
Text Types and Purposes	1 Write arguments focused on discipline-specific content.	1.a Introduce precise claims(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	1, 2, 3	7, 8	9, 11	12, 13, 15	18, 19	20, 22	24	26, 27	29, 30, 31, 32	33, 34	36, 37	38, 40	
		1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitation of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	1, 2, 3	8	9, 11	13	19	20, 22	24	27	32	34			38, 40
		1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	3	7, 8	9, 11	12, 13, 15	18, 19	20, 22	24	26, 27	31, 32	33, 34	36, 37	38, 40	
		1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1, 2, 3		9, 11		19	20, 22		27	32	34		38, 40	
		1.e Provide a concluding statement or section that follows from or supports the argument presented.	3	5, 8	9, 11		19	20, 22	24	26, 27	29, 30, 31, 32	33, 34	36, 37	38, 40	