

A SAMPLE OF WHAT YOUR CHILD WILL BE DOING TO PREPARE FOR COLLEGE AND CAREER

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (e.g., the Declaration of Independence)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources
- Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible
- Sharing research, findings, and evidence clearly and concisely
- Making strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest
- Determining or clarifying the meaning of words and phrases, choosing flexibility from multiple strategies, such as using context, Greek and Latin roots, patterns of words, and consulting specialized reference materials
- Interpreting figures of speech in context and analyzing their role in the written materials

TALK TO YOUR CHILD'S TEACHER

Don't be afraid to reach out to your child's teacher—you are still an important part of your child's education. Ask to see samples of your child's work and discuss his or her progress with the teacher using questions like:

- Is my child becoming an effective writer?
- Is my child becoming more skilled at reading and understanding challenging material?
- What extra support can I provide at home to reinforce what you are teaching in class?
- How can I ensure that my child is developing good study habits for high school and beyond?

ACTIVITIES FOR HOME TO SUPPORT LEARNING

- Increase time for conversation at home. Discuss classroom assignments, activities, and homework. Ask your child how he or she is doing in class and how you can help.
- Ask your child about his or her academic goals and career interests. Assist in gathering various sources of information on college and career opportunities.
- Begin to explore colleges and other post-secondary options that are of interest to your child.

High School

Parent Resource

English Language Arts



COMMON CORE STATE STANDARDS



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Reading Literature

8th Grade Reading

- Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text.
- Students analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

9th and 10th Grade Reading

- Students determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- Students analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.

11th and 12th Grade Reading

- Students determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
- Students analyze a point of view by distinguishing what is directly stated in a text from what is really meant.

Reading for Information

8th Grade Reading

- Students cite evidence from the text that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Students evaluate the advantages and disadvantages of using different mediums (such as print or digital text, video, or multimedia) to present a particular topic or idea.

9th and 10th Grade Reading

- Students cite strong and thorough evidence from the text to support an analysis of what the text says explicitly as well as inferences drawn from the text.
- Students analyze various accounts of a subject told in different mediums (such as a person's life story recounted in print, video, and multimedia), determining which details are emphasized in each account.

11th and 12th Grade Reading

- Students cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Students integrate and evaluate multiple sources of information presented in different media or formats (such as visually or thorough numbers) as well as in words in order to address a question or solve a problem.

Writing

8th Grade Writing

- Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented.
- Students organize ideas, concepts, and information into broader categories.
- Students use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary to inform about or explain the topic.

9th and 10th Grade Writing

- Students introduce a topic and develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).
- Students organize complex ideas, concepts, and information to make important connections and distinctions.
- Students use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Students use precise language and subject-specific vocabulary appropriate for the complexity of the topic.

11th and 12th Grade Writing

- Students introduce a topic and develop it thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Students provide a concluding statement or section that follows from and supports the information or explanation presented (such as articulating implications or the significance of the topic).
- Students organize complex ideas, concepts, and information so that each new element builds on what came before to create a coherent narrative.
- Students use appropriate and varied transitions and sentence structure to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Students use precise language, subject-specific vocabulary, and writing techniques (such as the use of an analogy to illustrate a point) appropriate for the complexity of the topic.