

# Patterns *of* **POWER**

**PATTERNS OF POWER, GRADES 9–12**

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**CORRELATION TO**

**Common Core State Standards (CCSS)  
English Language Arts**

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# Patterns of Power, Grades 9-10

## CORRELATION TO

### Common Core State Standards (CCSS) English Language Arts

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY

Common Core Language Standards	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
(A) Use parallel structure.*	7.1 7.2 7.3
(B) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	4.3 4.4 4.5 4.7 4.10 4.11 6.1 6.2 6.3 6.4 9.1
(B) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	4.1 4.4 4.5 4.7 4.9 4.11 5.1 5.2 5.3
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(A) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	4.8 5.1
(B) Use a colon to introduce a list or quotation.	4.2 4.3
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	

(A) Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	8.1 8.2 8.3 8.4 8.5
<b>Reading Standards for Informational Texts</b>	
<b>Craft and Structure</b>	
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.	Chapter 3, Pages 60-63  4.6 (C/C) 4.9 (A) 5.2 (A) 6.4 (A) 7.2 (A) 7.3 (A)
<b>Integration of Knowledge and Ideas</b>	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	4.14 (A)
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Chapter 3, Pages 58-59  4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 6.4 (A) 9.1 (A) 9.2 (C/C) (A) 9.3 (A)
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
(A) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	While the lessons do not require researched material or coming to discussions with prepared material, students are expected to connect to their reading as well as synthesize and connect any new learning to lessons already covered.  This standard is addressed through student discussion and interaction within each of the following invitations of every lesson: <ul style="list-style-type: none"> <li>• Invitation to Compare &amp; Contrast</li> <li>• Invitation to Imitate</li> <li>• Invitation to Apply</li> <li>• Invitation to Edit/Editing Conversations</li> </ul>

<p>(B) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>This standard is an expectation that is set and followed throughout most of the invitations of the Patterns of Power process. In many instances, students may work in pairs or small groups that require coming to a consensus and/or sharing their collaborative ideas and thoughts with others.</p>
<p>(C) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Questions may arise within the Invitation to Notice that require student response and elaboration. This is also heavily present in reading applications, as students use the pattern to discuss concepts such as characterization, tone, theme, etc.</p> <p>In Chapter 2, page 40, there is a chart with follow-up questions to pose for deeper discussion.</p>
<p>(D) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>This standard is addressed beginning in the Invitation to Compare &amp; Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. Also see commentary for 1(B).</p>

# Patterns of Power, Grades 11-12

## CORRELATION TO

### Common Core State Standards (CCSS) English Language Arts

\*For a breakdown of skills to support students who may not have mastered conventions to the degree needed, see the Grades 9-10 Correlation document

KEY	
(C/C)	Indicates the standard is in the INVITATION TO COMPARE AND CONTRAST
(A)	Indicates the standard is addressed in the INVITATION TO APPLY

Common Core Language Standards	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
(A) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested	<p>All of the lessons offer model sentences, as well as models for further study, that allow for discussion around how usage is complex and tied to meaning, not rules. Collectively, they also model varied syntax and a variety of patterns. All lessons encourage and provide tools to foster this level of discussion and facilitate the understanding stated in the standards.</p> <p>Each of the lessons offer varied usages of the convention through different:</p> <ul style="list-style-type: none"> <li>• genres</li> <li>• mediums</li> <li>• purposes</li> <li>• tone</li> <li>• syntax</li> <li>• literary devices</li> <li>• rhetorical devices</li> </ul> <p>Additionally, as Model Sentences are taken from published texts, many play with usage or “break rules” and use figurative language to impact their audience. This conversation begins with the first Invitation - Noticing - and is further explored in Compare/Contrast. As an example, 4.3 Colons that Introduce Lists uses asyndeton vs. a list that includes a comma/and.</p> <p>Models for Further Study also ensures that the pattern can be explored in a variety of contexts as well as fiction and nonfiction.</p>

	<p>Additionally there are lessons designed to support quoting material accurately, as well as using a Style Manual for citations and research. Students explore MLA and/or APA documentation in Chapter 8.</p> <p>4.2 8.1 8.2 8.3 8.4 8.5</p>
<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p>(A) Vary syntax for effect, consulting references (e.g. Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Independent vs Dependent clauses, Purposeful Fragments and Run-ons</p> <p>4.1 5.1 5.2 5.3 9.3 9.4 9.5</p> <p>Phrases (also includes comma usage)</p> <p>6.1 6.2 6.3 6.4 9.1</p> <p>Commas</p> <p>4.7 4.10</p> <p>Semicolon</p> <p>4.8 5.1</p> <p>Colon</p> <p>4.2 4.3 4.4</p> <p>Dashes</p> <p>4.5 4.9 4.11</p> <p>Parentheses</p> <p>4.12</p> <p>Ellipses</p> <p>4.6 4.14</p>

	Parallel Structure 7.1 7.2 7.3  Repetition 9.2
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(A) Observe hyphenation conventions.	4.5 4.11 4.12 (E)
<b>Reading Standards for Informational Texts</b>	
<b>Craft and Structure</b>	
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Chapter 3, Pages 60-63  4.9 (A) 4.14 (A) 5.2 (A) 6.4 (A) 7.1 7.2 7.3 9.1 9.2 9.3 9.4 9.5
<b>Integration of Knowledge and Ideas</b>	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	4.4 (C/C) 4.6 (C/C) 4.12 (C/C) 6.3 (C/C)  Graphic in <i>Models for Further Study</i> - can be substituted with a graphic for the Compare/Contrast Invitation 4.1 4.3 4.6 4.10 4.13 5.2 6.1 6.2 7.1 9.3

## Reading Standards for Literature

### Key Ideas and Details

<p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Chapter 3, Pages 61-63</p> <p>4.12 (A) 4.13 (A) 5.2 (A) 6.2 (A) 6.4 (A) 9.1 (A) 9.2 (C/C), (A) 9.3 (A)</p>
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## Speaking and Listening Standards

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<p>(A) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>While the lessons do not require researched material or coming to discussions prepared, students are expected to connect to their reading as well as synthesize and connect any new learning to lessons already covered.</p> <p>This standard is addressed through student discussion and interaction within each of the following invitations of every lesson:</p> <ul style="list-style-type: none"> <li>• Invitation to Compare &amp; Contrast</li> <li>• Invitation to Imitate</li> <li>• Invitation to Apply</li> <li>• Invitation to Edit/Editing Conversations</li> </ul>
<p>(B) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>This standard is an expectation that is set and followed throughout most of the invitations of the <i>Patterns of Power</i> process. In many instances, students may work in pairs or small groups that require coming to a consensus and/or sharing their collaborative ideas and thoughts with others.</p>
<p>(C) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Questions may arise within the Invitation to Notice that require student response and elaboration. This is also heavily present in reading applications, as students use the pattern to discuss concepts such as characterization, tone, theme, etc.</p> <p>In Chapter 2, page 40, there is a chart with follow-up questions to pose for deeper discussion.</p>
<p>(D) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>This standard is addressed beginning in the Invitation to Compare &amp; Contrast for each lesson, where students reflect on understandings from the previous invitation. This reflection and paraphrasing of understanding is carried on throughout the rest of the invitations for each lesson. Also see commentary for 1(B).</p>



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