

English Language Arts

Grades 11 & 12

Common Core Standard ©	AASL Standard(s)	Cranium CoRE Support
<p>CC.11-12.L.1.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.4.4 Seek appropriate help when needed.</p>	<p>The standard best practice while reading the text for a <i>Cranium CoRE</i> game or while playing the game itself is to take the time to define words whose definition is unknown to or contested by any of the students by using a print or electronic dictionary.</p>
<p>CC.11-12.L.3.a Knowledge of Language: 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>Understanding the words used as well the sequence for sentence and phrase structure in any text is critical to success with <i>Cranium CoRE</i> games based on defense of answers contextually. The idea is to drive students deep into the text to prove they really understand it by drawing them into a collaborative gaming experience based on the text.</p>
<p>CC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual,</p>	<p>Understanding the words used as well the sequence for sentence and phrase structure in</p>

<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>media, digital) in order to make inferences and gather meaning.</p> <p>1.4.4 Seek appropriate help when needed.</p>	<p>any text is critical to success with <i>Cranium CoRE</i> games based on defense of answers contextually. The idea is to drive students deep into the text to prove they really understand it by drawing them into a collaborative gaming experience based on the text.</p>
<p>CC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p>	<p>The standard best practice while reading the text for a <i>Cranium CoRE</i> game or while playing the game itself is to take the time to define words whose definition is unknown to any of the students by discussing the word in context to help define it or using a print or electronic dictionary.</p>
<p>CC.11-12.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p>	<p>Because <i>Cranium CoRE</i> is discussion based, it provides the opportunity to discuss what words mean based on contextual evidence before resorting to looking up the word in a dictionary.</p>
<p>CC.11-12.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>	<p>The standard best practice while reading the text for a <i>Cranium CoRE</i> game or while playing the game itself is to take the time to define</p>

<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>1.4.4 Seek appropriate help when needed.</p>	<p>words whose definition is unknown to any of the students by using a print or electronic dictionary.</p>
<p>CC.11-12.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.4.4 Seek appropriate help when needed.</p>	<p>The standard best practice while reading the text for a <i>Cranium CoRE</i> game or while playing the game itself is to take the time to define words whose definition is unknown to any of the students by discussing the word in context to help define it or using a print or electronic dictionary.</p>
<p>CC.11-12.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>This is common practice through discussion while playing <i>Cranium CoRE</i> games. However, it more particularly comes into play when the students have the chance to compose textually complex questions in teams for their own <i>Cranium CoRE</i> authored games.</p>
<p>CC.11-12.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Driving the students deep into the text to discuss and defend their answers to textually complex questions in <i>Cranium CoRE</i> reinforces this vocabulary acquisition in context, especially with</p>

their role in the text.		the writing technique questions that deal with figures of speech.
CC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.1.2 Use prior and background knowledge as context for new learning. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	<i>Cranium CoRE</i> drives students into a world with several levels of language skill development, not the least of which includes acquiring and using words and phrases specific to their need to really comprehend what they read in a highly engaging gaming environment. The use of critical thinking to defend a conclusion drawn contextually is the basis for the game play.
CC.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern	This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words. It is also used in the composition of textually complex questions by the students.

	<p>of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	
<p>CC.11-12.R.I.2 Key Ideas and Details: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author's words.</p> <p>It is also used in the composition of textually complex questions by the students.</p> <p>The best approach with <i>Cranium CoRE</i> is to develop thematic questions of varying textual complexity. Since the format for question writing is open ended, it would be relatively easy to develop questions about how central ideas interact and build on one another.</p>
<p>CC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills</p>	<p><i>Cranium CoRE</i> uses thematic, textually complex questions to drive the students deep into the text</p>

<p>and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>(analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>to draw conclusions using supporting detail to prove their points in a discussion based model.</p> <p>The composition of the questions provides even greater potential for analytical rigor.</p>
<p>CC.11-12.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from</p>	<p>This is supported within <i>Cranium CoRE</i> whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when appropriate. The inferred meaning contextually determined is just one, through discussion, to accomplish this.</p>

	<p>information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
<p>CC.11-12.R.I.5 Craft and Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>The most creative and authentic way to meet this standard within <i>Cranium CoRE</i> is using the question writing component. This would allow students to apply critical thinking skills to write questions that prompt analysis of the text by the students playing their games, where these questions would appear.</p> <p>The writers of the questions can construct new understandings of the text as well as stimulate discussion among the players and see if the students playing these games have draw valid conclusions or understood the author's purpose.</p>
<p>CC.11-12.R.I.6 Craft and Structure: Determine</p>	<p>1.1.7 Make sense of information gathered from</p>	<p><i>Cranium CoRE</i> uses author's purpose questions</p>

<p>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.</p>	<p>diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>as well as “what can the reader most conclude” type questions, among others, to drive students to the heart of what the author is trying to convey, whether it is a fictional story or in informational text. This process, due to the open source nature of <i>Cranium CoRE</i>, is often interdisciplinary and cross curricular in its application.</p>
<p>CC.11-12.R.I.7 Integration of Knowledge and Ideas: 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.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple</p>	<p><i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words.</p> <p>It is standard with <i>Cranium CoRE</i> to read, view and listen to any source or media chosen by the teacher immediately before academic game play.</p>

	<p>resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
<p>CC.11-12.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions</p>	<p><i>Cranium CoRE</i> provides an effective tool for this type of integrated approach. President Obama's dedication speech of the MLK site on the mall in Washington, D.C. is a good example of this.</p> <p>To challenge and afford our students the self-directed and autonomous opportunity to create their own textually complex questions for a Web based game about these seminal documents is a riveting chance for them to connect collaboratively with rigor, relevance, authenticity and fun.</p>

	<p>and test them against the evidence.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
<p>CC.11-12.R.I.9 Integration of Knowledge and Ideas: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><i>Cranium CoRE</i> is a flexible, powerful vehicle for a self-directed, autonomous exercise of creative writing to drive deeply into any text chosen, including but not limited to, foundational U.S. documents of historical and literary significance.</p>
<p>CC.11-12.R.I.10 Range of Reading and Level</p>	<p>4.1.1 Read, view, and listen for pleasure and</p>	<p><i>Cranium CoRE</i> can be used in an</p>

<p>of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole,” follow this with the book “Phineas Gage” and finally, with “The Immortal Life of Henrietta Laks.” All three are informational texts.</p> <p>“Phineas Gage” is categorized as an exemplar text. There are so many nonfiction book titles from which to choose that this approach is limited only by the educator’s imagination.</p>
<p>CC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i> game question using the author’s words to answer questions that are inferential, hypothetical, sequencing, persuasive argument, author’s purpose, reader’s conclusion, etc.</p> <p>This standard is also used in the composition of textually complex questions by the students.</p>
<p>CC.11-12.R.L.2 Key Ideas and Details:</p>	<p>2.1.1 Continue an inquiry-based research</p>	<p>This is the best practice standard for defending an answer to a <i>Cranium CoRE</i></p>

<p>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; provide an objective summary of the text.</p>	<p>process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>game question using the author's words. The questions are thematic and follow the development of the theme, plot or characters over the course of the story/games.</p> <p>This standard is also used in the composition of textually complex questions by the students. There is ample opportunity for students to be self-directed and autonomous to choose multiple themes on which to base their questions with teacher's guidance from the side.</p>
<p>CC.11-12.R.L.3 Key Ideas and Details: 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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><i>Cranium CoRE</i> uses "Explain Author's Purpose" questions to effectively meet this standard. These questions can include the tone, the setting, the character development chosen by the author to drive the reader into the text for deeper meaning and discussion.</p> <p>This is especially true when the students take on the challenge and subsequent rigor of writing</p>

		the questions.
CC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	This is supported within <i>Cranium CoRE</i> whenever words in the questions or words in the text are encountered that are not known, they are defined immediately and discussed when appropriate.
CC.11-12.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	<i>Cranium CoRE</i> uses "Explain Author's Purpose" questions to effectively meet this standard. These questions can include the tone, the setting, the character development chosen by the author to drive the reader into the text for deeper meaning and discussion. This is especially true when the students take on the challenge and subsequent rigor of writing the questions.
CC.11-12.R.L.6 Craft and Structure: Analyze a	4.1.3 Respond to literature and creative	<i>Cranium CoRE</i> uses "Writing Technique"

<p>case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>expressions of ideas in various formats and genres.</p>	<p>questions to help meet this standard. These include sarcasm, satire, foreshadowing, irony, analogy, hyperbole, etc.</p>
<p>CC.11-12.R.L.7 Integration of Knowledge and Ideas: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>It is standard with <i>Cranium CoRE</i> to read, view and listen to any source chosen by the teacher immediately before academic game play. The open source nature of <i>Cranium CoRE</i> allows for this flexibility.</p> <p>This standard is met even more when the students are allowed to evaluate what they hear, see or read and then compose questions about the possible interpretations for others to discuss.</p>
<p>CC.11-12.R.L.9 Integration of Knowledge and Ideas: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><i>Cranium CoRE</i> helps meet this standard of Integration of Knowledge and Ideas by giving an open ended, creative expression in the form of textually complex questions posed within a gaming vehicle on the web for other life-long learners to play. The experience is further enhanced when you allow the students freedom to choose the thematic comparisons they see between various foundational works of American</p>

		literature.
CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	<i>Cranium CoRE</i> can be used in an interdisciplinary way to scaffold for textual complexity, i.e., for science and history use the book “The Polio Hole,” follow this with the book “Phineas Gage” and then go a step further with “The Immortal Life of Henrietta Lacks.” All three are informational texts. “Phineas Gage” is categorized as an exemplar text.
CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members	<i>Cranium CoRE</i> uses a discussion based model in teams to establish a collaborative intelligence method within a classroom. It can be used one on one with students on a team or in groups of teams. It can be teacher led or student led. The process includes the requirement of the individuals or teams to defend their answers contextually using the author’s words to prove their points.

	<p>of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	
<p>CC.11-12.SL.1.a Comprehension and Collaboration: 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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and</p>	<p>The team oriented, thematic discussion framework of <i>Cranium CoRE</i> naturally leads to collaborative intelligence within a classroom. Peer pressure works to everyone's advantage in this team format.</p> <p>The required contextual defense of answers with critical thinking and deeper understanding comes into play with the game play and even</p>

	<p>gather meaning.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>	<p>more so with the question writing.</p>
<p>CC.11-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.4.3 Assess own ability to work with others in a</p>	<p><i>Cranium CoRE</i> meets this standard by allowing team mates to collaborate, discuss and compose textually complex questions in a rigorous, self-directed and authentic manner by giving them the autonomy to pick a topic and works of literature or to be assigned both by a teacher.</p> <p>They establish the goals as well as roles and have the satisfaction of electronically publishing their work within a Web 2.0 social network.</p>

	group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.	
<p>CC.11-12.SL.1.c Comprehension and Collaboration: 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>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.4.2 Assess the quality and effectiveness of</p>	<p>The team oriented discussion model of <i>Cranium CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p> <p>The process of defending answers to textually complex questions requires contextual reference to the author's words in order to support the conclusions drawn.</p>

	the learning product.	
CC.11-12.SL.1.d Comprehension and Collaboration: 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>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p>	<p><i>CoRE</i> not only pulls in the reluctant participants, it gives everyone a voice and a potential leadership role in the process.</p> <p><i>Cranium CoRE</i> works well with three (3) elegantly effective steps in both the gaming and writing area: 1) Express idea or write question 2) Analyze/evaluate it and 3) Revise/edit it.</p> <p>These steps are all done in a team oriented environment with feedback from the participants.</p>
CC.11-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.2 Seek divergent perspectives during</p>	<p><i>Cranium CoRE</i> allows for an open use of any source of information as well as the opportunity to formulate thought provoking, textually complex questions to challenge others to evaluate and draw conclusions about it. This is highly engaging, self-directed, collaborative learning using a technology based, Web 2.0 social network for gaming.</p>

	<p>information gathering and assessment.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	
<p>CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		<p><i>Cranium CoRE</i> drives readers, the players, deep into the text to support their thinking and enhances exchange of ideas both orally and in written form using creative autonomy combined with interdependence.</p>
<p>CC.11-12.SL.4 Presentation of Knowledge and</p>	<p>3.1.3 Use writing and speaking skills to</p>	<p><i>Cranium CoRE</i> provides a rigorous opportunity</p>

<p>Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>communicate new understandings effectively.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p>	<p>for oral presentation of the contextual supporting evidence and logic behind each answer given while playing the Web 2.0 based, TV style game show in a collaborative environment.</p>
<p>CC.11-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p>	<p><i>Cranium CoRE</i> exists in a digital world on the web. The usage of its social network to collaboratively solve problems and have a discussion when defending an answer helps meet this goal.</p>
<p>CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization)</p>	<p>This standard is met while composing textually complex questions in <i>Cranium CoRE</i> and providing the most correct answer possible but also three answers that are not as correct from which to choose. It also provides a way to become digitally published using cutting edge technology that is highly motivating.</p>

	<p>to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>CC.11-12.W.1.a Text Types and Purposes: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to</p>	<p>This standard is met while composing textually complex questions in <i>Cranium CoRE</i> and providing the most correct answer possible but also three answers that are not as correct from</p>

<p>opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>which to choose. It also provides a way to become digitally published using cutting edge technology that is highly motivating.</p>
<p>CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern</p>	<p>Finding contextual proof using the author's words is the heart of <i>Cranium CoRE</i>. Authentic, relevant, meaningful discussion and how the themes relate to lives are the soul of <i>Cranium CoRE</i>.</p>

	<p>of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>	
<p>CC.11-12.W.1.c Text Types and Purposes: Use words, phrases, and clauses as well as varied syntax 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.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers using the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>
<p>CC.11-12.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE's</i> highly engaging, rigorous question writing process in a Web 2.0 social network is presented in a formal manner. It is also authentic, relevant, interdisciplinary and very motivational.</p>

<p>CC.11-12.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE's</i> discussion based, collaborative intelligence model stimulates critical thinking welcoming varying points of view and, importantly, concluding evidence from the text.</p>
<p>CC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing</p>	<p><i>Cranium CoRE's</i> open source, textually complex question writing process provides an alluring way to convey and exchange ideas</p>

	<p>conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>CC.11-12.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p><i>Cranium CoRE</i> is a well designed vehicle to engage all students in a creative, inquiry-based process for open discussion in a cross curricular way with the added rigor of supporting ideas with relevant text using the author's words.</p>
<p>CC.11-12.W.2.b Text Types and Purposes: Develop the topic 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.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts</p>

	<p>information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>the language arts bar even higher with <i>Cranium CoRE</i>.</p>
<p>CC.11-12.W.2.c Text Types and Purposes: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Collaborative intelligence in the form of teamwork to seek proof of answers in the authors' words is the centerpiece of the <i>Cranium CoRE</i> process.</p> <p>The self-directed, autonomous initiative to compose textually complex questions for educational gaming across the curriculum lifts the language arts bar even higher with <i>Cranium CoRE</i>.</p>

<p>CC.11-12.W.2.d Text Types and Purposes: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>CC.11-12.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p><i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development norms wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.</p>	
<p>CC.11-12.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Everything about <i>Cranium CoRE</i> gaming is pointed toward expressing a conclusion based on supportive evidence, whether the source is fictional or informational text.</p>

<p>CC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
<p>CC.11-12.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>		<p><i>Cranium CoRE</i> does use contextual evidence for both sequencing questions as well as point of view questions from both the author's perspective and/or the characters from the text.</p>
<p>CC.11-12.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>		
<p>CC.11-12.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a</p>		

<p>coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>		
<p>CC.11-12.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>		
<p>CC.11-12.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<p><i>Cranium CoRE</i> uses “what can the reader conclude?” type questions to stimulate this concept as well as stimulate discussion.</p>
<p>CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p><i>Cranium CoRE</i> is a motivating way to immediately publish on the Internet textually complex, educational gaming questions within a Web 2.0 social network.</p>

<p>CC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 55.)</p>		<p><i>Cranium CoRE</i> is perfect for this type of collaborative intelligence effort to compose textually complex educational gaming questions on a Web 2.0 social network. Using direct feedback from teammates and classmates as well as feedback electronically from the community helps the process of evaluation and revision of the compositions published on the web.</p>
<p>CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>	<p><i>Cranium CoRE</i> is perfect for this type of collaborative intelligence effort to compose textually complex educational gaming questions on a Web 2.0 social network. Using direct feedback from teammates and classmates as well as feedback electronically from the community helps the process of evaluation and revision of the compositions published on the web.</p>
<p>CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p>	<p><i>Cranium CoRE</i> allows for the creative use of technology in an inquiry-based effort to</p>

<p>sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the</p>	<p>exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.</p>
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	<p>selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.3 Monitor gathered information and assess for gaps or weaknesses.</p> <p>2.1.1 Continue an inquiry-based research</p>	
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	<p>process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information</p>	
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	<p>(accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p>	
<p>CC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by</p>	<p><i>Cranium CoRE</i> encourages the gathering of data from any source and then using creative autonomy to help enhance knowledge as well as promote discussion with others in a stimulating social network for writing.</p>

	<p>posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.2 Seek divergent perspectives during information gathering and assessment.</p>	
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	<p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p>	
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	<p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.7 Respect the principles of intellectual freedom.</p>	
<p>CC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis,</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and</p>	<p>The process of composing textually complex questions from any literary or informational texts and coming up with not only the correct answer</p>

<p>reflection, and research.</p>	<p>social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.3 Employ a critical stance in drawing</p>	<p>but also three incorrect answers that cannot be justified contextually meets this standard.</p>
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	conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	
CC.11-12.W.9.a Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	Evaluate information for any text in print and/or audio format. Then use creative writing skills to build and present knowledge by driving deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.) to share with others within the <i>Cranium CoRE</i> Web 2.0 social network.
CC.11-12.W.9.b Research to Build and Present Knowledge: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)]").	2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.2.2 Use both divergent and convergent	Evaluate information for any text in print and/or audio format. Then use creative writing skills to build and present knowledge by driving deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.) to share with others within the <i>Cranium CoRE</i> Web 2.0 social network.

	thinking to formulate alternative conclusions and test them against the evidence.	
CC.11-12.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>	Over varied periods of time, use <i>Cranium CoRE</i> creative writing skills to drive deep into any text by developing textually complex questions to gather meaning, identify main thematic ideas, evaluate these publications, revise/edit and then electronically re-publish the compositions.