

English Language Arts

Grades 9 & 10

Common Core Standard ©	AASL Standard(s)	Cranium CoRE Support
<p>CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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><i>Cranium CoRE</i> is a gaming vehicle to practice speaking and writing in a team environment with discussion as the key activity. Students can write their own textually complex questions for any text across the curriculum.</p>
<p>CC.9-10.L.1.a Conventions of Standard English: Use parallel structure.*</p>		
<p>CC.9-10.L.1.b Conventions of Standard English: 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.</p>		<p>Due to the nature of the free form question writing capability within <i>Cranium CoRE</i>, there is ample opportunity to compose questions with a variety of phrases and clauses specific to the question themes and their meanings.</p>

<p>CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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><i>Cranium CoRE</i> is a gaming vehicle to practice speaking and <u>writing</u> in a team environment with discussion as the key activity. Students can <u>write</u> their own textually complex questions for any text across the curriculum, thereby demonstrating their command of these conventions.</p>
<p>CC.9-10.L.2.a Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>		
<p>CC.9-10.L.2.b Conventions of Standard English: Use a colon to introduce a list or quotation.</p>		
<p>CC.9-10.L.2.c Conventions of Standard English: Spell correctly.</p>		<p><i>Cranium CoRE</i> is a Web 2.0 vehicle to practice writing skills, including spelling skills, in a highly motivating environment.</p>
<p>CC.9-10.L.3 Knowledge of Language: Apply</p>		<p><i>Cranium CoRE</i> is a gymnasium, metaphorically,</p>

<p>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>to practice and demonstrate knowledge of the language skills for reading, writing, speaking and listening. It improves comprehension skills by driving the students deep into the text to defend answers to textually complex questions.</p>
<p>CC.9-10.L.3.a Knowledge of Language: 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.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>	<p><i>Cranium CoRE</i> uses a technology platform, a Web 2.0 social network, to compose, evaluate and edit textually complex questions for the community to utilize for improving discussion and comprehension skills in a collaborative environment.</p>
<p>CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p>	<p>4.4.4 Interpret new information based on cultural and social context.</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 using a print or electronic dictionary.</p>
<p>CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position</p>		<p>Because <i>Cranium CoRE</i> is discussion based, it provides the opportunity to discuss what words mean based on contextual evidence before</p>

<p>or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>resorting to looking up the word.</p>
<p>CC.9-10.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>		
<p>CC.9-10.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.4.4 Seek appropriate help when needed.</p>	<p>The <i>Cranium CoRE</i> best practice standard for any text, be it in the text of a book or text in a question, is to stop and look up a definition any time a word appears when the students don't know the meaning of a word.</p>
<p>CC.9-10.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.</p> <p>1.4.4 Seek appropriate help when needed.</p>	<p>The standard best practice for vocabulary acquisition with <i>Cranium CoRE</i> when a word that is encountered is not known is to discuss the contextual clues to help define the word. If that fails, the next step is to consult either a print or electronic dictionary.</p>

<p>CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>4.4.4 Interpret new information based on cultural and social context.</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.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</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 the writing technique questions that deal with figures of speech.</p>
<p>CC.9-10.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.</p>		
<p>CC.9-10.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</p>	<p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p>	<p><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</p>

<p>level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		<p>engaging gaming environment.</p> <p>The use of critical thinking to defend a conclusion drawn contextually is the basis for the game play.</p>
<p>CC.9-10.R.1.1 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.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</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>1.1.7 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>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further</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>investigations.</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>CC.9-10.R.1.2 Key Ideas and Details: Determine a central idea of a 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.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</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>1.1.7 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>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.</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 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>CC.9-10.R.I.3 Key Ideas and Details: 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.</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 conclusions by demonstrating that the pattern</p>	<p><i>Cranium CoRE</i> uses thematic, textually complex questions to drive the students deep into the text 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>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.9-10.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</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 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>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>CC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</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 author's purpose questions 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>
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<p>CC.9-10.R.I.6 Craft and Structure: 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.</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>2.3.2 Consider diverse and global perspectives in drawing conclusions.</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>This is supported by the author's purpose questions within the game play of <i>Cranium CoRE</i> as well as the question writing section to teach students how to compose this type of textually complex question.</p>
<p>CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining</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><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</p>

<p>which details are emphasized in each account.</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>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>and listen to any source or media chosen by the teacher immediately before academic game play.</p>
<p>CC.9-10.R.I.8 Integration of Knowledge and Ideas: 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.</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>1.1.7 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) to information and knowledge in order to construct new understandings, draw</p>	<p><i>Cranium CoRE</i> supports this by having the students defend their answers contextually using the author's words. This is the springboard to the discussion and disagreements that may ensue.</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>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>CC.9-10.R.1.9 Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter From Birmingham Jail), including how they address related themes and concepts.</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>3.3.6 Use information and knowledge in the service of democratic values.</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>CC.9-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>4.1.1 Read, view, and listen for pleasure and 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><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” and follow this with the book “Phineas Gage.” Both are informational texts. “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 teacher’s imagination.</p>
<p>CC.9-10.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.</p>	<p>Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity,</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>appropriateness to needs, importance, and social and cultural context.</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) 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 conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information</p>	
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	(accept, reject, modify).	
<p>CC.9-10.R.L.2 Key Ideas and Details: 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; provide an objective summary of the text.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</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>1.1.7 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) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</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. 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.</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>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	
<p>CC.9-10.R.L.3 Key Ideas and Details: 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.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</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>This standard is also used in the composition of textually complex questions by the students.</p>
<p>CC.9-10.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 cumulative</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>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</p>

<p>impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>appropriate.</p>
<p>CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><i>Cranium CoRE</i>, at its core, is a vehicle for creative expression as well as analysis of author's pacing, viewpoint and purpose. Whether one plays a game and defends their answer using contextual proof in the author's words or , more rigorously, composes their own games using textually complex questions, this creative tool is flexible and powerfully motivating.</p>
<p>CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</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>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>2.3.2 Consider diverse and global perspectives</p>	<p><i>Cranium CoRE</i> can be used for any piece of literature in any format. It is open source and free form in its nature, allowing a great deal of choice by the community to pick the content across curriculum in an interdisciplinary way.</p>

	<p>in drawing conclusions.</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>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>CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</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 chosen by the teacher immediately before academic game play. The open source nature of <i>Cranium CoRE</i> allows for</p>

		this flexibility.
CC.9-10.R.L.9 Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<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>	<i>Cranium CoRE</i> supports this integration of knowledge and ideas by giving students a voice through discussion while playing a game. It also gives them a choice by taking assigned literature or literature they choose and allowing them the autonomy to construct their own textually complex questions to address how authors draw on source material.
CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	<p>4.1.1 Read, view, and listen for pleasure and 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>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an</p>	<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” and follow this with the book “Phineas Gage.” Both are informational texts. “Phineas Gage” is categorized as an exemplar text.

	interest in various literary genres.	
CC.9-10.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 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</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>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</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><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.</p> <p>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>

	<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.9-10.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>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>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 more so with the question writing.</p>
<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues,</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</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</p>

<p>presentation of alternate views), clear goals and deadlines, and individual roles as needed.</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 group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.</p>	<p>leadership role in the process.</p>
<p>CC.9-10.SL.1.c Comprehension and Collaboration: 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>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</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>

	<p>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>CC.9-10.SL.1.d Comprehension and Collaboration: 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>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>
<p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally)</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,</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</p>

<p>evaluating the credibility and accuracy of each source.</p>	<p>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>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</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>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>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>CC.9-10.SL.3 Comprehension and</p>	<p>1.1.4 Find, evaluate, and select appropriate</p>	<p><i>Cranium CoRE</i> drives readers, the players,</p>

<p>Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>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>1.1.7 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>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>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.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community.</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</p>	<p><i>Cranium CoRE</i> provides a rigorous opportunity 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>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>4.1.6 Organize personal knowledge in a way that can be called upon easily.</p>	
<p>CC.9-10.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>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</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.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See</p>	<p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>4.1.8 Use creative and artistic formats to</p>	<p><i>Cranium CoRE</i> is a platform to exercise and enhance thinking, presentation and speaking skills while any of the team members presents the case to defend their answers with contextual</p>

grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)	express personal learning.	proof using the author's words.
CC.9-10.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>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) 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>2.1.6 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</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>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.9-10.W.1.a Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern</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>

	of evidence leads to a decision or conclusion.	
CC.9-10.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<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 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>	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> .
CC.9-10.W.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	Collaborative intelligence in the form of teamwork to seek proof of answers using the authors' words is the centerpiece of the <i>Cranium</i>

<p>between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>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.9-10.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.9-10.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.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization)</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>information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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 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.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables),</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</p>	<p><i>Cranium CoRE</i> is a well deigned 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</p>

<p>and multimedia when useful to aiding comprehension.</p>	<p>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>with relevant text using the author's words.</p>
<p>CC.9-10.W.2.b Text Types and Purposes: 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.</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>2.1.6 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</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>

	tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	
CC.9-10.W.2.c Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.	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. 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> .
CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.	<i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development wrapped in a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.
CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and	2.1.6 Use the writing process, media and visual literacy, and technology skills to create	<i>Cranium CoRE</i> is anchored in writing, speaking and reading skill development norms wrapped in

<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>a fun, highly engaging, creative yet rigorous collaboration model for classrooms. Practicing is the key.</p>
<p>CC.9-10.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.9-10.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>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>CC.9-10.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, 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.9-10.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.9-10.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 coherent whole.</p>		
<p>CC.9-10.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.9-10.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.9-10.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>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</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.9-10.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 on up to and including grades 9-10 page 55.)</p>	<p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</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.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly</p>	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</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</p>

<p>and dynamically.</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>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</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>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	<p>revision of the compositions published on the web.</p>
<p>CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more 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</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions</p>	<p><i>Cranium CoRE</i> allows for the creative use of technology in an inquiry-based effort to exchange knowledge about any curricular area by developing and refining a wide range of textually complex questions.</p>

investigation.	<p>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 selection of resources and information.</p>	
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	<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 process by applying critical thinking skills</p>	
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	<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>2.1.3 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>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.5 Connect learning to community issues.</p>	
<p>CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism 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><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>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>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</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 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</p>	
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	<p>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> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</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 process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw</p>	
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	<p>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> <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</p>	
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	<p>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.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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</p>	<p>The <i>Cranium CoRE</i> process of composing textually complex questions from any literary or informational texts and coming up with not only the correct answer but also three incorrect answers that cannot be justified contextually meets this standard.</p>

	<p>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>2.2.2 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</p>	
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	<p>conclusions to make ethical decisions.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	
<p>CC.9-10.W.9.a Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Use <i>Cranium CoRE</i> to evaluate the information for any text, present it in a print and/or audio format, then use creative writing skills to drive deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author’s purpose, sequencing, etc.).</p>
<p>CC.9-10.W.9.b Research to Build and Present Knowledge: Apply grades 9-10 Reading standards to literary nonfiction (e.g., “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”).</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</p>	<p>Play <i>Cranium CoRE</i> games using higher order thinking, textually complex questions to gather meaning, identify main thematic ideas.</p> <p>Use creative writing skills to drive deep into any text by developing textually complex questions.</p> <p>Use <i>Cranium CoRE</i> to evaluate informational text, whether presented in a print and/or audio format, then use creative writing skills to drive</p>

	<p>investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>	<p>deeply into the text for greater meaning using textually complex questions (inferences, hypothesis, persuasive arguments, author's purpose, sequencing, etc.) to evaluate the arguments.</p>
<p>CC.9-10.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>	<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> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p>	<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, revise/edit and then electronically re-publish the compositions.</p>