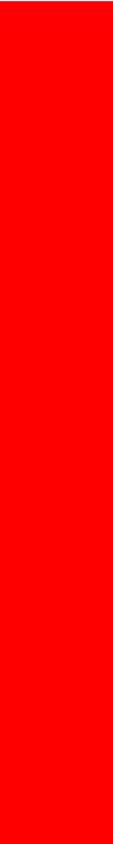
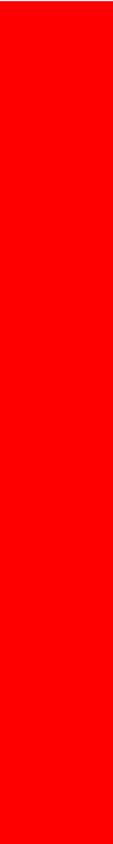
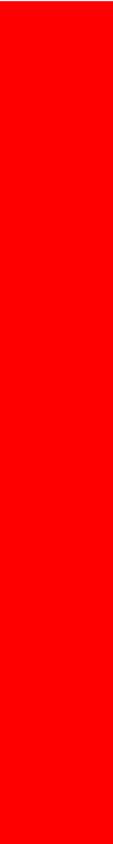
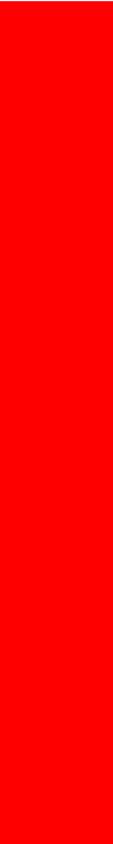
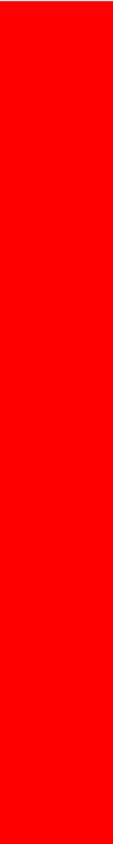
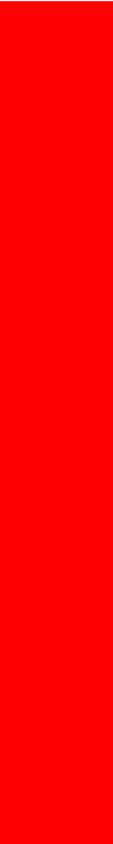
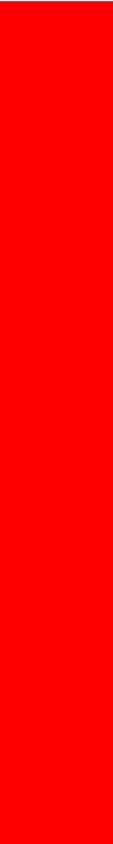


**FIRST® Tech Challenge Common Core English/Language Arts Standards Alignment & Instructional Exemplars**

Rationale	Color Code
There is no evidence that the standard is addressed as part of a FIRST® program.	
This standard potentially could be addressed as part of a FIRST® program either by actions that the coach/mentor takes when working with the students or by conditions established by the program for that given year.	
The standard is clearly addressed by program activities.	

Anchor	Anchor Strand	Cluster	Cluster Strand	Standard	Indicator/Skill	FIRST® Alignment	Instructional Exemplar
College and Career Readiness Anchor Standards for Reading	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading: Literature	Key Ideas and Details	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Literature	Key Ideas and Details	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Reading: Literature	Key Ideas and Details	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading: Literature	Craft and Structure	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative 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).		Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading: Literature	Craft and Structure	RL.9-10.5	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.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Literature	Craft and Structure	RL.9-10.6	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.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	Reading: Literature	Integration of Knowledge and Ideas	RL.9-10.7	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).		Not Applicable

College and Career Readiness Anchor Standards for Reading	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading: Literature	Integration of Knowledge and Ideas	RL.9-10.8	(Not applicable to literature)	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Literature	Integration of Knowledge and Ideas	RL.9-10.9	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).  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.	Not Applicable
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Literature	Range of Reading and Level of Text Complexity	RL.9-10.10		Not Applicable
College and Career Readiness Anchor Standards for Reading	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading: Informational Text	Key Ideas and Details	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Throughout the <i>FIRST</i> ® Tech Challenge, students will use evidence from informational texts for a variety of tasks, including but not limited to: designing, programming, and operating their robot; developing the team business plan; for fundraising information; outreach displays; or in creating the team Compass and/or Promote Award videos.
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Informational Text	Key Ideas and Details	RI.9-10.2	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. 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.	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Reading: Informational Text	Key Ideas and Details	RI.9-10.3		Not Applicable
College and Career Readiness Anchor Standards for Reading	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading: Informational Text	Craft and Structure	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Depending upon the text being read, students may need to use their decoding skills to determine the meaning of words and phrases.
College and Career Readiness Anchor Standards for Reading	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading: Informational Text	Craft and Structure	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Depending upon the text being read and the knowledge they are seeking, students may need to examine the author's ideas and claims to determine the use for the information that they have gathered.
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Informational Text	Craft and Structure	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Depending upon the text being read and the knowledge they are seeking, students may need to examine the author's point of view and purpose to determine the use for the information that they have gathered.
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	Reading: Informational Text	Integration of Knowledge and Ideas	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Depending on whether a team uses research to aid in the construction of their robot or not, they may need to evaluate arguments and claims made in a text.
College and Career Readiness Anchor Standards for Reading	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Depending upon the text being read and the knowledge they are seeking, students may need to evaluate the arguments and evidence provided to determine the appropriateness or accuracy of the information that they have gathered.

College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.9-10.9	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.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Informational Text	Range of Reading and Level of Text Complexity	RI.9-10.10	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.		Throughout the <i>FIRST</i> ® Tech Challenge, students will read a variety of informational texts to collect information for a variety of reasons, including, but not limited to: the format and operation of their team; designing, programming, and operating their robot; developing the team business plan; for fundraising information; outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Types and Purposes	W.9-10.1.A	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they have clear organization between different claims, counterclaims, and evidence.
Common Core College Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Types and Purposes	W.9-10.1.B	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. 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.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they provide clear evidence to support the different claims and counterclaims..
Common Core College Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Types and Purposes	W.9-10.1.C	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will use words, phrases, and clauses to link different claims, counterclaims, and evidence.
Common Core College Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Types and Purposes	W.9-10.1.D	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will use a formal style and objective one in their writing.
Common Core College Readiness Anchor Standards for Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Types and Purposes	W.9-10.1.E	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will include a section or statement that summarizes what has been written and supports the information presented.

Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.A	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.  a. 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), and multimedia when useful to aiding comprehension.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they introduce their topic, organize the ideas, and use multimedia when appropriate.
Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.B	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.  b. 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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they develop a topic with relevant and well-chosen facts appropriate for their audience's understanding of the topic.
Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.C	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.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they use appropriate and varied transitions to create a cohesive text.
Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.D	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.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will use precise language and domain-specific vocabulary in their writing.
Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.E	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.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will write with an appropriate style, attending to the conventions of the discipline.
Common Core College Readiness Anchor Standards for Writing	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	W.9-10.2.F	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.  f. 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).	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos where they will include a section or statement that summarizes what has been written and supports the information presented.

Common Core College Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Types and Purposes	W.9-10.3.A	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Depending on the structure and content style of their Engineering Notebook, whether the team submits a video for their League Meet (if applicable), and whether or not the team chooses to apply for a Compass or Promote Award, team members might construct a narrative regarding their team experience, robot building, coach/mentor, or goals/objectives.
Common Core College Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Types and Purposes	W.9-10.3.B	<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Depending on the structure and content style of their Engineering Notebook, whether the team submits a video for their League Meet (if applicable), and whether or not the team chooses to apply for a Compass or Promote Award, team members might construct a narrative regarding their team experience, robot building, coach/mentor, or goals/objectives.
Common Core College Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Types and Purposes	W.9-10.3.C	<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Depending on the structure and content style of their Engineering Notebook, whether the team submits a video for their League Meet (if applicable), and whether or not the team chooses to apply for a Compass or Promote Award, team members might construct a narrative regarding their team experience, robot building, coach/mentor, or goals/objectives.
Common Core College Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Types and Purposes	W.9-10.3.D	<p>d. 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>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Depending on the structure and content style of their Engineering Notebook, whether the team submits a video for their League Meet (if applicable), and whether or not the team chooses to apply for a Compass or Promote Award, team members might construct a narrative regarding their team experience, robot building, coach/mentor, or goals/objectives.
Common Core College Readiness Anchor Standards for Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Types and Purposes	W.9-10.3.E	<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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>	Depending on the structure and content style of their Engineering Notebook, whether the team submits a video for their League Meet (if applicable), and whether or not the team chooses to apply for a Compass or Promote Award, team members might construct a narrative regarding their team experience, robot building, coach/mentor, or goals/objectives.
Common Core College Readiness Anchor Standards for Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Writing	Production and Distribution of Writing	W.9-10.4	<p>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 9–10 on page 55.)</p> <p>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 and dynamically.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	W.9-10.5		Throughout the <i>FIRST</i> ® Tech Challenge, students will write and revise to strengthen a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	W.9-10.6		Throughout the <i>FIRST</i> ® Tech Challenge, students will use technology to research and produce a variety of writing pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.

Common Core College Readiness Anchor Standards for Writing	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing	Research to Build and Present Knowledge	W.9-10.7	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 investigation.	Throughout the <i>FIRST</i> ® Tech Challenge, students will conduct both short-term and long-term research projects on a variety of topics, including but not limited to: the format and function of the team; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos, as well as to respond to questions that arise throughout the season.
Common Core College Readiness Anchor Standards for Writing	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	W.9-10.8	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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will conduct both short-term and long-term research projects on a variety of topics, including but not limited to: the format and function of the team; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos, as well as to respond to questions that arise throughout the season.
Common Core College Readiness Anchor Standards for Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.9-10.9.A	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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]").	Not Applicable
Common Core College Readiness Anchor Standards for Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.9-10.9.B	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. 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").	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology to research and produce a variety of writing pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for 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.	Writing	Range of Writing	W.9-10.10	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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology to research and produce a variety of writing pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for Speaking and Listening	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.1.A	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Throughout the <i>FIRST</i> ® Tech Challenge, students will be expected to participate in a variety of discussions with different individuals where they will have done prework (e.g., readings, research) so they can participate to the fullest.

Common Core College Readiness Anchor Standards for Speaking and Listening	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.1.B	<p>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> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will be expected to participate in a variety of discussions with different individuals where they will have to follow agreed upon norms and conventions to allow for collegial discussions.
Common Core College Readiness Anchor Standards for Speaking and Listening	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.1.C	<p>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> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will be expected to participate in a variety of discussions with different individuals where they will move the conversation forward by posing and responding to questions.
Common Core College Readiness Anchor Standards for Speaking and Listening	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.1.D	<p>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> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will participate in a wide variety of discussions where they will be presented with information and different points of view that they will be expected to analyze and evaluate.
Common Core College Readiness Anchor Standards for Speaking and Listening	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.2	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will be presented with information in variety of formats where they will be expected to evaluate the information for credibility, usefulness, and accuracy.
Common Core College Readiness Anchor Standards for Speaking and Listening	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening	Comprehension and Collaboration	SL.9-10.3	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	Throughout the <i>FIRST</i> ® Tech Challenge, students will be presented with information where they will be expected to evaluate the speaker's point of view and reasoning.

Common Core College Readiness Anchor Standards for Speaking and Listening	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.9-10.4	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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will be expected to present information verbally in an organized way that allows the listeners to follow the line of reasoning.
Common Core College Readiness Anchor Standards for Speaking and Listening	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.9-10.5	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.	During the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to research and produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Common Core College Readiness Anchor Standards for Speaking and Listening	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	During the <i>FIRST</i> ® Tech Challenge, students will adapt and modify their speech to match the audience that they are presenting to, such as peers, funders, civic or school groups, or visitors to their pits.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.9-10.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using correct parallel structure.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.9-10.1.B	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using phrases and clauses correctly to convey meanings and add variety to sentence construction.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Language	Conventions of Standard English	L.9-10.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate command of the conventions of standard English by correctly using capitalization, punctuation, and spelling, and to correctly link two or more clauses with a semi-colon in their writing.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Language	Conventions of Standard English	L.9-10.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a list or quotation.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, and by correctly using colons to introduce lists or quotations when writing.
College and Career Readiness Anchor Standards for Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Language	Conventions of Standard English	L.9-10.2.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by spelling correctly.
College and Career Readiness Anchor Standards for Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language	Knowledge of Language	L.9-10.3.A	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate their knowledge of language by writing and editing texts so it conforms to correct style guidelines.

College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.9-10.4.A	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.  a. 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.  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.	During the <i>FIRST</i> ® Tech Challenge, students will determine the meaning of unknown words and phrases based on context.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.9-10.4.B	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	During the <i>FIRST</i> ® Tech Challenge, students will determine the meaning of unknown words and phrases based on patterns of word changes and parts of speech.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.9-10.4.C	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.  c. 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.	During the <i>FIRST</i> ® Tech Challenge, students will determine the meaning of unknown words and phrases based on general and specialized reference materials.
College and Career Readiness Anchor Standards for Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.9-10.4.D	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.  d. 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).	During the <i>FIRST</i> ® Tech Challenge, students will confirm the meaning of unknown words and phrases by using reference materials.
College and Career Readiness Anchor Standards for Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.9-10.5.A	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate understanding of word relationships and nuances in word meanings by analyzing the figures of speech they encounter in different texts.
College and Career Readiness Anchor Standards for Language	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.9-10.5.B	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b. Analyze nuances in the meaning of words with similar denotations.	During the <i>FIRST</i> ® Tech Challenge, students will demonstrate understanding of word relationships and nuances in word meanings by analyzing the nuances in word meaning of words with similar denotations.
College and Career Readiness Anchor Standards for Language	Acquire and use accurately a range of 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.	Language	Vocabulary Acquisition and Use	L.9-10.6	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.	During the <i>FIRST</i> ® Tech Challenge, students will acquire and use accurately general academic and domain-specific words and phrases.

Reading Standards for Literacy in Science and Technical Subjects 6–12	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading	Key Ideas and Details	RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.		Throughout the <i>FIRST</i> ® Tech Challenge, students will use evidence from informational text to design and program their robot as well as to develop fundraising and marketing strategies.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading	Key Ideas and Details	RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to determine the central ideas of a text or trace the depiction of a complex process as they build and program their robot.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading	Key Ideas and Details	RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to follow precise multistep procedures as they build and program their robot.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading	Craft and Structure	RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to use their decoding skills to determine the meaning of symbols, key terms, and other domain-specific words and phrases.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading	Craft and Structure	RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to analyze the relationships between key terms so that they can correctly program and operate their robot.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Assess how point of view or purpose shapes the content and style of a text.	Reading	Craft and Structure	RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.		Depending upon the text being read and the knowledge they are seeking, students may need to examine the author's rationale for providing an explanation or procedure to determine the use for the information.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	Reading	Integration of Knowledge and Ideas	RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to translate quantitative and technical information from text to visual formats or vice versa as they construct, program, and operate their robot.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading	Integration of Knowledge and Ideas	RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to assess how the evidence provided in different texts supports the claims or counterclaims made by the author as they determine their robot design, programming, and operations
Reading Standards for Literacy in Science and Technical Subjects 6–12	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading	Integration of Knowledge and Ideas	RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.		Throughout the <i>FIRST</i> ® Tech Challenge, students will need to assess how the evidence they collect during trials and practices matches with previously collected data or information found in informational or technical books in order to build, program, and operate their robot.
Reading Standards for Literacy in Science and Technical Subjects 6–12	Read and comprehend complex literary and informational texts independently and proficiently.	Reading	Range of Reading and Level of Text Complexity	RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.		Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently read a variety of informational texts in order to prepare and compete.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Writing	Text Types and Purposes	WHST.9-10.1.A	Write arguments focused on discipline-specific content.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.		Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans or fundraising letters, where they have clear organization between different claims, counterclaims, and evidence.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Writing	Text Types and Purposes	WHST.9-10.1.B	Write arguments focused on discipline-specific content.  b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans or fundraising letters, where they have evidence to support their claims and address potential counterclaims.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Writing	Text Types and Purposes	WHST.9-10.1.C	Write arguments focused on discipline-specific content.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans or fundraising letters, where they will use words, phrases, and clauses to link different claims, counterclaims, and evidence.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Writing	Text Types and Purposes	WHST.9-10.1.D	Write arguments focused on discipline-specific content.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans or fundraising letters, where they will use a formal style and objective one in their writing.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	Writing	Text Types and Purposes	WHST.9-10.1.E	Write arguments focused on discipline-specific content.  e. Provide a concluding statement or section that follows from or supports the argument presented.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans or fundraising letters, where they will include a section or statement that summarizes what has been written and supports the information presented.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.A	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they introduce their topic, organize the ideas, and use multimedia when appropriate.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  b. 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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they develop a topic with relevant and well-chosen facts appropriate for their audience's understanding of the topic.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.C	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they use appropriate and varied transitions to create a cohesive text.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.D	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they will use precise language and domain-specific vocabulary in their writing.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.E	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they will write with an appropriate style, attending to the conventions of the discipline.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Types and Purposes	WHST.9-10.2.F	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  f. 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).	Throughout the <i>FIRST</i> ® Tech Challenge, students will write a variety of texts, such as marketing plans, informational briefings, and construction/design notes, where they will include a section or statement that summarizes what has been written and supports the information presented.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Writing	Text Types and Purposes	WHST.9-10.3	Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write precise descriptions of the step-by-step procedures they use as they design, build, and program their robot so that others can replicate the work and (possibly) reach the same results.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing	Production and Distribution of Writing	WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write to produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	WHST.9-10.5	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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will write and revise to strengthen a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	WHST.9-10.6	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 and dynamically.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to research and produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing	Research to Build and Present Knowledge	WHST.9-10.7	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 investigation.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to conduct both short-term and long-term research for a variety of reasons, including but not limited to: team organization and function; the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos, and to respond to questions or issues as they arise throughout the season.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	WHST.9-10.8	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.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to conduct both short-term and long-term research for a variety of reasons, including but not limited to: team organization and function; the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos, and to respond to questions or issues as they arise throughout the season.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to research and produce a variety of pieces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	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.	Writing	Range of Writing	WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Throughout the <i>FIRST</i> ® Tech Challenge, students will frequently use technology and digital media to research and use as evidence for a variety of pieces the team produces, including but not limited to: the team Engineering Notebook; team business plan; fundraising information; team outreach displays; or in creating the team Compass and/or Promote Award videos.