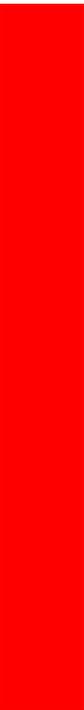
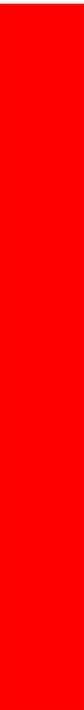
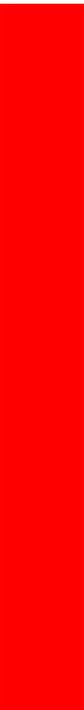
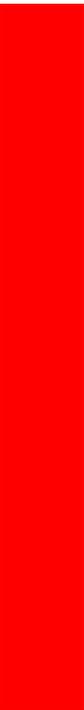
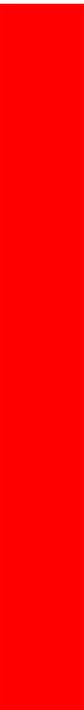
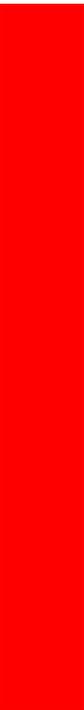
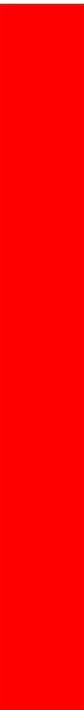


FIRST® Robotics Competition Common Core English/Language Arts Standards Alignment & Instructional Exemplars

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.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		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.11-12.2	Determine two or three themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		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.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		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.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		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.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		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.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		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.11-12.8	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.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		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.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		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.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		Throughout the <i>FIRST</i> ® Robotics Competition, students will use evidence from informational text to design and program their robot as well as to develop fundraising and marketing strategies. Students must also interpret the rules of the game when designing and building their robot as well as in competitions.
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.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		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.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		Depending upon the text being read, students will need to use their decoding skills to determine the meaning of technical words and phrases related to designing, building and programming the robot.
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.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		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. Students will also need to analyze the rules for the designing and building the robot and competition rules to ensure compliance.
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.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		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.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		Throughout the <i>FIRST</i> ® Robotics Competition, students will use information presented in a variety of formats to gather information they can use to design, construct, program, and operate their robot as well as to develop fundraising and marketing strategies.
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.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		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 authors' take.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		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.11-12.1	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.		Throughout the <i>FIRST</i> ® Robotics Competition, students will read a variety of informational text to collect information that they can use as they design, build, and program their robot as well as develop fundraising and marketing strategies.

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.11-12.1.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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans or fundraising letters and grant proposals where they create an organization that introduces precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims
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.11-12.1.B	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans or fundraising letters and grant proposals where they supply the most relevant 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.11-12.1.C	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans or fundraising letters and grant proposals 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.11-12.1.D	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. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans or fundraising letters and grant proposals 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.11-12.1.E	e. Provide a concluding statement or section that follows from and supports the argument presented. 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.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans or fundraising letters and grant proposals 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.11-12.2.A	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, and construction/design notes, 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.11-12.2.B	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, 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.

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.11-12.2.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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, and construction/design notes, 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.11-12.2.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, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, and construction/design notes, 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.11-12.2.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> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, and construction/design notes, 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.11-12.2.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> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, 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.
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.11-12.3.A	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	If a team chooses to apply for awards such as the Chairman's Award and the Woodie Flowers Award, written submissions will require narratives that clearly communicate the achievements of their team and mentor. Through their writing, students will establish a point of view and create a smooth progression of events.
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.11-12.3.B	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	If a team chooses to apply for awards such as the Chairman's Award and the Woodie Flowers Award, written submissions will require narratives that clearly communicate the achievements of their team and mentor. Through their writing, students will use many narrative techniques to develop an accurate picture of their team or mentor.
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.11-12.3.C	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	If a team chooses to apply for awards such as the Chairman's Award and the Woodie Flowers Award, written submissions will require narratives that clearly communicate the achievements of their team and mentor. Through their writing, students will need to sequence events to create a cohesive description of their team or mentor.

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.11-12.3.D	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	If a team chooses to apply for awards such as the Chairman's Award and the Woodie Flowers Award, written submissions will require narratives that clearly communicate the achievements of their team and mentor. Through their writing, students will need to use detailed descriptions to create an accurate picture of their experiences.
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.11-12.3.E	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	If a team chooses to apply for awards such as the Chairman's Award and the Woodie Flowers Award, written submissions will require narratives that clearly communicate the achievements of their team and mentor. In their written work, students will need to develop a conclusion that reflects team and mentor descriptions.
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.11-12.4	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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 44.)	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to write a variety of texts, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes, throughout the course of the competition.
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.11-12.5	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Throughout the <i>FIRST</i> ® Robotics Competition, students may have the opportunity to revise and strengthen a variety of texts, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes, throughout the course of the competition.
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.11-12.6	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> ® Robotics Competition, students will have the opportunity to use technology to produce and publish a wide variety of texts, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes, throughout the course of the competition.
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.11-12.7	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Throughout the <i>FIRST</i> ® Robotics Competition, students will conduct both short- and long-term research projects to answer questions that arise during the competition and to develop and revise robot design ideas. Students will have the opportunity to produce a wide variety of writing, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes.
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.11-12.8	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Throughout the <i>FIRST</i> ® Robotics Competition, students will use a wide range of sources to collect information as they conduct both short- and long-term research projects to answer questions that arise during the competition and to develop and revise design ideas. Students will have the opportunity to use the information to produce understandable cohesive writing, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes.
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.11-12.9.A	a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	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.11-12.9.B	b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	Not Applicable

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.11-12.10	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> ® Robotics Competition, students will have the opportunity to write routinely using evidence collected from informational texts to develop and revise robot design ideas and to produce pieces, such as marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes.
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.11-12.1.A	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> ® Robotics Competition, students will be expected to participate in a variety of discussions with team members, coaches, mentors and other teams. In discussions, topics will include robot design ideas and game strategy 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.11-12.1.B	b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Throughout the <i>FIRST</i> ® Robotics Competition, 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.11-12.1.C	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Throughout the <i>FIRST</i> ® Robotics Competition, 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 as they develop and revise robot design ideas.
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.11-12.1.D	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Throughout the <i>FIRST</i> ® Robotics Competition, 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.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Throughout the <i>FIRST</i> ® Robotics Competition, students will be presented with information in variety of formats where they will be expected to evaluate the information for credibility, usefulness, and accuracy as they make decisions about robot design ideas, grant proposals, fundraising ideas, and award submissions.
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.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Throughout the <i>FIRST</i> ® Robotics Competition, students will be presented with information where they will be expected to evaluate the speakers point of view and reasoning as they make decisions about robot design ideas, grant proposals, fundraising ideas, award submissions and game strategy.

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.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Throughout the <i>FIRST</i> ® Robotics Competition, students will be expected to present information verbally in an organized way that allows the listeners to follow the line of reasoning as they make decisions about robot design ideas, grant proposals, fundraising ideas, and award submissions, and game strategy.
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.11-12.5	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> ® Robotics Competition, students will make use of digital media in presentations to funders, civic, school groups, or in their pits to help enhance understanding and interest. Students will also use software such as AutoCAD or Solidworks during the robot design process.
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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	During the <i>FIRST</i> ® Robotics Competition, students will adapt and modify their speech to match the audience that they are presenting to, such as peers, funders, civic, school groups, award judges, 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.11-12.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	During the <i>FIRST</i> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students will have the opportunity to demonstrate the skill through writing marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes. Students will demonstrate the skill through speaking to a variety of audiences such as peers, funders, civic, school groups, award judges, 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.11-12.1.B	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	During the <i>FIRST</i> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students will have the opportunity to demonstrate the skill through writing marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes. Students will demonstrate the skill through speaking to a variety of audiences such as peers, funders, civic, school groups, award judges, or visitors to their pits.
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.11-12.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.	During the <i>FIRST</i> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students will have the opportunity to demonstrate the skill through writing marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes. Students will demonstrate the skill through speaking to a variety of audiences such as peers, funders, civic, school groups, award judges, or visitors to their pits.
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.11-12.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.	During the <i>FIRST</i> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students will have the opportunity to demonstrate the skill through writing marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes. Students will demonstrate the skill through speaking to a variety of audiences such as peers, funders, civic, school groups, award judges, or visitors to their pits.
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.11-12.3.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. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	During the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to demonstrate their knowledge of language and how it functions in different contexts by reading and interpreting game rules and by writing marketing plans, grant proposals, award submissions, informational briefings, and construction/design, varying syntax to fit the purpose.
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.11-12.4.A	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. 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.	During the <i>FIRST</i> ® Robotics Competition, students will determine the meaning of unknown words and phrases based on context as they read and interpret game rules and technical manuals.

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.11-12.4.B	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	During the <i>FIRST</i> ® Robotics Competition, students will determine the meaning of unknown words and phrases based on patterns of word changes and parts of speech as they interact with coaches and mentors and as they read and interpret game rules and technical manuals.
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.11-12.4.C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. 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, its etymology, or its standard usage.	During the <i>FIRST</i> ® Robotics Competition, students will determine the meaning of unknown words and phrases based on general and specialized reference materials as they interpret the game rules, read technical manuals, interact with coaches and mentors and learn to use specialized software such as AutoCAD or Solidworks.
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.11-12.4.D	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. 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> ® Robotics Competition, students will verify the meaning of words and phrases based on general and specialized reference materials as they interpret the game rules, read technical manuals, interact with coaches and mentors and learn to use specialized software such as AutoCAD or Solidworks.
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.11-12.5.A	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	During the <i>FIRST</i> ® Robotics Competition, students will interpret figures of speech in context as they interpret the game rules, read technical manuals, interact with coaches and mentors and learn to use specialized software such as AutoCAD or Solidworks.
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.11-12.5.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> ® Robotics Competition, students will analyze nuances in the meaning of words and phrases as they interpret the game rules, read technical manuals, interact with coaches and mentors and learn to use specialized software such as AutoCAD or Solidworks.
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 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	Language	Vocabulary Acquisition and Use	L.11-12.6	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> ® Robotics Competition, students will acquire and use academic and domain-specific words as they interpret the game rules, read technical manuals, interact with coaches and mentors and learn to use specialized software such as AutoCAD or Solidworks.
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.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Throughout the <i>FIRST</i> ® Robotics Competition, students will use evidence from informational text to design and program their robot, interpret the game rules and 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.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Throughout the <i>FIRST</i> ® Robotics Competition, students will need to determine the central ideas of a text or trace the depiction of a complex process as they design, build and program their robot as well as interpreting the game rules.
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.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Throughout the <i>FIRST</i> ® Robotics Competition, students will need to follow precise multistep procedures as they develop and revise design ideas, build and program their robot, troubleshooting, and creating a competitive strategy for competition.
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.11-12.4	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 11–12 texts and topics.	Throughout the <i>FIRST</i> ® Robotics Competition, students will need to use their decoding skills to determine the meaning of symbols, key terms, and other domain-specific words and phrases as they develop and revise design ideas and interpret the game rules.

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.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Throughout the <i>FIRST</i> ® Robotics Competition, students will need to analyze the relationships between key terms as the develop and revise design ideas as well as programming and testing the 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.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	Throughout the <i>FIRST</i> ® Robotics Competition, students communicate through text with engineering mentors, specialists in a field, FRC mentors, and teachers. This communication requires analyzing purpose and discussing questions and procedures.
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.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Throughout the <i>FIRST</i> ® Robotics Competition, students will be presented with information in variety of formats where they will be expected to evaluate the information for credibility, usefulness, and accuracy as they make decisions about robot design ideas, grant proposals, fundraising ideas, and award submissions.
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.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	Throughout the <i>FIRST</i> ® Robotics Competition, students will read a variety of informational text to collect information that they will apply as they design, build, program, and operate their robot as well as develop fundraising and marketing strategies.
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.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Throughout the <i>FIRST</i> ® Robotics Competition, students will need to synthesize information from a range of sources in order to design, 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.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students will read a variety of informational text to collect information that they will apply as they design, build, program, and operate their robot as well as develop fundraising and marketing strategies.
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.11-12.1.A	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters and grant proposals 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.11-12.1.B	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters and grant proposals 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.11-12.1.C	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters and grant proposals 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.11-12.1.D	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. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters and grant proposals 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.11-12.1.E	e. Provide a concluding statement or section that follows from or supports the argument presented.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters and grant proposals 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.11-12.2.A	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters, grant proposals, 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.11-12.2.B	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters, grant proposals, 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.11-12.2.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 complex ideas and concepts.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to 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.11-12.2.D	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, fundraising letters, grant proposals, 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.11-12.2.E	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, grant proposals, 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.11-12.3	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> ® Robotics Competition, students will have the opportunity to write precise enough 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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, award submissions, and construction/design notes, throughout the course of the competition.

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.11-12.5	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> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, award submissions, and construction/design notes throughout the course of the competition.
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.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write a variety of texts, such as marketing plans, grant proposals, informational briefings, award submissions, and construction/design notes, throughout the course of the competition. Students will also communicate with mentors, experts and other teams using the internet.
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.11-12.7	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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Throughout the <i>FIRST</i> ® Robotics Competition, students will conduct both short- and long-term research projects to answer questions that arise during the competition and will have the opportunity to produce a wide variety of writing, such as marketing plans, grant proposals, informational briefings, award submissions, and construction/design notes.
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.11-12.8	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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Throughout the <i>FIRST</i> ® Robotics Competition, students will use a wide range of sources to collect information as they conduct both short- and long-term research projects to answer questions that arise during the competition and will have the opportunity to use the information to produce understandable cohesive writing, such as marketing plans, informational briefings, and construction/design notes.
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. 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	Research to Build and Present Knowledge	WHST.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Throughout the <i>FIRST</i> ® Robotics Competition, students will have the opportunity to write routinely using evidence collected from informational texts to produce pieces, such as marketing plans, informational briefings, and construction/design notes.
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.11-12.10	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> ® Robotics Competition, students will have the opportunity to write routinely using evidence collected from informational texts to produce pieces, such as marketing plans, informational briefings, and construction/design notes.