

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

Rationale

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 the 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. 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	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	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	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 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	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 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	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			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).	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	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 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> ® Robotics Competition, students will need to 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.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.	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	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	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 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.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. 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.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 upon the text being read and the knowledge they are seeking, students evaluate the dissemination of game rules and competition requirements that are in various formats as well as others' interpretations of the rules. Students are required to analyze, evaluate, compare and summarize the information before they can strategize.

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. There are many discussions among team members, coaches and mentors regarding the interpretations of the rules for the game.
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> ® Robotics Competition, students will read a variety of informational text to collect information that they can use as they design and program their robot as well as develop fundraising and marketing strategies including writing and presenting grant proposals.
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> ® 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 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> ® 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 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> ® 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.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> ® 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.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> ® 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.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. 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.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. 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 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. 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 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. 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 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> ® 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.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). Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.9-10.3.A	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. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.9-10.3.B	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.9-10.3.C	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.9-10.3.D	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	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.9-10.3.E	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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.)	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.9-10.4	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.)	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.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)		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.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> ® Robotics Competition, students may 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.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> ® 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 may 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.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> ® 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 may 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.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> ® Robotics Competition, students may 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 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	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> ® Robotics Competition, students may 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.9-10.1.A	<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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	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.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> ® 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.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> ® 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.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> ® Robotics Competition, students will participate in a wide variety of discussions where they will be presented with information and different points of view about robot design ideas, grant proposals, fundraising ideas, and award submissions 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> ® 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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	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.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> ® 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.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> ® 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.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> ® 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.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> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students may 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.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> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students may 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.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> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students may 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.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> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students may 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.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> ® Robotics Competition, students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. Students may 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.9-10.3.A	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. 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 audience.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	During the <i>FIRST</i> ® Robotics Competition, students will demonstrate their knowledge of language and how it functions in different contexts by reading and interpreting game rules. They will also have the opportunity to write marketing plans, grant proposals, award submissions, informational briefings, and construction/design notes that conform to 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	<p>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.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	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.9-10.4.B	<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	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.9-10.4.C	<p>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.</p>	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.9-10.4.D	<p>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).</p>	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.9-10.5.A	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	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.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> ® 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 text.	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> ® 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.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> ® 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	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading	Key Ideas and Details	RST.9-10.2	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> ® 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	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	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> ® 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	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.9-10.4	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> ® 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	Assess how point of view or purpose shapes the content and style of a text.	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> ® 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	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	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.	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	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.9-10.7	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> ® Robotics Competition, students will need to translate quantitative and technical information from text to visual formats or vice versa as they design, build, program, and operate their robot as well as developing a game strategy.
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.9-10.8	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> ® Robotics Competition, 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		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> ® Robotics Competition, students will need to assess how the evidence they collect during trials and practice matches with previously collected data or information found in informational or technical 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.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. 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.9-10.1.A	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. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students may 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.9-10.1.B	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. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students may 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.9-10.1.C	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. Write arguments focused on discipline-specific content.	Throughout the <i>FIRST</i> ® Robotics Competition, students may 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.9-10.1.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 may 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.9-10.1.E	e. Provide a concluding statement or section that follows from or supports the argument presented. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Throughout the <i>FIRST</i> ® Robotics Competition, students may 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.9-10.2.A	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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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 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> ® 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.

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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students will 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.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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students will conduct both short- and long-term research projects to answer questions that arise during the competition and may 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.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> ® 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 may 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.	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> ® Robotics Competition, students may 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.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> ® Robotics Competition, students may 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.