

Common Core: College and Career Readiness Anchor Standards for Reading - Grades 6-12

TITLE: **The Restaurant Entrepreneur**

ISBN: 978-1-934422-57-1

#	Standards (Grades 6-8)	Standards (Grades 9-10)	Standards (Grades 11-12)	Text Correlation	Correlation Narrative
Key Ideas and Details					
1	<i>Cite specific textual evidence to support analysis of science and technical texts.</i>	<i>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</i>	<i>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.</i>	Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	Each project requires that the student reads and understands the text, and connects the terms required to the expected outcome.
2	<i>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</i>	<i>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.</i>	<i>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	Each project is dedicated to a specific new set of skills, while making a connection to previous material, increasing complexity of end-product expectations. The student will gather information based on the central idea for the unit and respond to the instructions.
3	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</i>	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</i>	<i>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student is required to read the material and follow instructions provided; then verify that the end-product meets the expectations of the written instructions.

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Craft and Structure					
4	<i>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 6–8 texts and topics.</i>	<i>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.</i>	<i>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.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student will build a skill set from text, icons and computer technology specific vocabulary relevant to grades 6-12 texts and topics. The projects demonstrate mastery of reading and comprehension of text, as well as application of terms and skills relevant to that grade level range.
5	<i>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</i>	<i>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force)</i>	<i>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student will read computer technology specific text in its appropriate context; draw connections, for example, of the vocabulary to the material and project expectations; understand how the text structure (material, vocabulary, and data gathering for project completion) operate together.
6	<i>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</i>	<i>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.</i>	<i>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.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student will "think" like the author: What is the text trying to get the student to do? Based on the material presented, the new vocabulary and the data gathering expectations, the student's end-product will reflect the reading.

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Integration of Knowledge and Ideas					
7	<i>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</i>	<i>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.</i>	<i>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.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student will read the text and organize the information into a visual presentation of the expected end-product. Many projects require the student to organize their research into table format or design.
8	<i>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</i>	<i>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.</i>	<i>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.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	Usually, with computer technology, the end-product can be reached several ways. In each project, the student, through reading and inquiry, will analyze and evaluate the information gathered to complete the project expectations. Student will analyze aspects of the business at hand to make informed decisions and apply them to project completion.

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9	<i>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</i>	<i>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.</i>	<i>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings 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 support or contradict previous explanations or accounts.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	Students will gather information from multiple sources as well as observing the restaurant industry on their own, where available. After analyzing the research, student will compare and contrast findings and follow a decision making process and make informed decisions.

Range of Reading and Level of Text Complexity

10	<i>By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</i>	<i>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</i>	<i>By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</i>	'Word Processing Projects 1, 3-11; Spreadsheet Projects 12-17; Database Projects 18-19; Desktop Publishing Projects 2, 20-24; Presentation Projects 25-26	In each project, the student will read, comprehend and apply technical writing and graphical illustrations appropriate to grades 6-12 independently and proficiently.
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