**WHAT IS COMMONLIT 360?**

- FREE and OPEN for all teachers and administrators and accessible through a CommonLit account
- Ready-to-use units and lessons for a year's worth of instruction
- Includes data tracking dashboards for teachers and feedback for students
- Includes both print and digital resources
- Developed alongside 50 schools nationally and with extensive educator feedback

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**EACH GRADE LEVEL INCLUDES SIX UNITS THAT MAKE UP A YEAR’S WORTH OF INSTRUCTION.**

| CONTENT-RICH UNITS | • Units build knowledge and are aligned to important, engaging, and relevant themes and topics  
| | • Essential questions drive students to explore topics and ideas connected to their lives, locally and globally  
| TEXTS WORTHY OF READING | • We include compelling and complex grade-level texts from a variety of genres  
| | • Each unit includes a rich text list featuring diverse authors and protagonists  
| | • Units provide supportive resources for building reading skills and stamina through independent reading, supplemental texts, and optional book clubs  
| INTEGRATED READING, WRITING, LISTENING, AND SPEAKING | • Each lesson gives students a chance to build and deepen knowledge through interconnected skills  
| | • CommonLit 360 classrooms are writing- and discussion-rich  
| READY-MADE TOOLS TO SUPPORT DIFFERENTIATION | • Reading lessons include scaffolded in-text questions  
| | • Supplemental texts (English and Spanish) provide background knowledge and opportunities for extension that support core unit content  
| | • Tools like Read Aloud and Translate support all readers  
| | • Units include optional supportive lessons and student-led projects

To learn more, sign up to join a free CommonLit 360 Webinar [here](#)!
KEY DESIGN FEATURES OF COMMONLIT 360 UNITS

 CONTENT-RICH UNITS
Research tells us that building content and vocabulary knowledge through the process of learning is essential to students' reading comprehension and achievement. This is why all CommonLit 360 units are designed to build deep knowledge and vocabulary about a wide set of topics. Vocabulary, skills, and content learning goals are grouped around broader themes, topics, and essential questions (e.g. humans’ relationship to the environment, parent-child relationships, coming of age). The required texts for each unit are selected because of their rich content; they include important ideas that span content areas, from literature to history to science.

 CONNECTED READING, WRITING, & SPEAKING
Strong writing and speaking skills are grounded in students having a deep understanding of the content they read. Research also tells us that integrating writing, speaking and reading skills further builds students' understanding of content. For these reasons, each CommonLit 360 Unit includes focused reading, writing, and speaking goals. Throughout each lesson, students read, write, and speak to deepen their understanding. Students write for different audiences and purposes, and demonstrate content proficiency through culminating writing tasks.

 RESEARCH-BASED INSTRUCTIONAL ROUTINES
At CommonLit, we know that teachers are the key drivers of learning and achievement in the classroom. All CommonLit 360 materials are created to support teachers in developing strong research-backed instructional routines: encouraging accountable student talk, teaching academic vocabulary, asking text-dependent questions, and fostering a language-rich classroom environment. At CommonLit.org, teachers and schools can access instructional videos, webinars, podcasts, and other supporting resources to support strong classroom implementation.

 SUPPORT FOR ALL LEARNERS
All CommonLit 360 coursework has been designed to engage all students in texts and tasks that meet grade-level complexity and cover grade-level standards. Each lesson includes purposeful scaffolding to engage English Language Learners and those reading below grade level in productive struggle with complex texts and content. At the unit level, teachers have the option of providing differentiated graphic organizers, supplemental texts, and additional lessons. Optional lessons offer review of foundational skills, and extend student learning and engagement. Features like read aloud, translation, and annotation offer further opportunities for seamless digital differentiation.

 ACTIONABLE ASSESSMENTS
Formative assessments play a crucial role in improving teacher practices and student learning, which is why each CommonLit 360 unit includes regular and varied methods to assess student growth. Each 360 lesson includes opportunities for informal (during lesson) and formal (post-lesson) assessments. For example, reading lessons culminate in a short quiz of text-dependent questions and a written response aligned to the lesson’s focus skills. All of this can be digitally assigned to students through the CommonLit platform for quick data analysis and progress monitoring. Teachers can also use CommonLit’s free Diagnostic Assessment to benchmark their students' reading abilities at the beginning of the year. For schools and districts, CommonLit also offers the very affordable Assessment Series, which includes 3 easy-to-use benchmarks that provide teachers with actionable data to drive instruction.
KEY DESIGN FEATURES OF COMMONLIT 360 UNITS (CONT.)

**INTENTIONAL USE OF TECHNOLOGY**

CommonLit 360 is designed to help teachers use technology seamlessly and with intention. All lessons can be flexibly used in whole-class, small-group, or independent work environments, and all activities can be assigned in print or digitally interactive formats. We encourage teachers to assign assessments digitally so that teachers can quickly assess growth using CommonLit’s progress dashboards, save time grading, and provide regular, targeted feedback to students. Here are some tips for getting started with CommonLit’s digital platform.

**OPEN EDUCATIONAL RESOURCE (OER)**

CommonLit 360 is published under the CC BY-NC-SA 4.0 license. All CommonLit-created original content may be reused, remixed, revised, and redistributed for noncommercial classroom use. By publishing CommonLit 360 as an Open Educational Resource (OER), we are helping to advance our nonprofit mission of providing equitable access to high-quality instructional materials. CommonLit also provides all reading passages used in the curriculum; these third-party licensed texts are subject to copyright protection, but all other lesson components may be flexibly reused subject to CC BY-NC-SA 4.0 guidelines.
CORE BELIEFS

STUDENTS BUILD KNOWLEDGE AND EXPERTISE THROUGH THEMATICALLY AND TOPICALLY CONNECTED UNITS.
- Students construct knowledge through the texts they read and the tasks they engage in.
- Students read content-rich texts to build knowledge about important historical events and other concepts related to the literature of focus.

TEXTS, THEMES, AND CONTENT-RICH TOPICS DRIVE INSTRUCTION.
- Though skills are called out in every lesson, this is not a skills-forward curriculum. Design began with texts.
- Students develop their literacy skills by analyzing complex texts and understanding how authors craft their message and purpose.
- Skills are selected based on the elements of the texts at hand.

THROUGH LITERATURE, STUDENTS DEVELOP AN UNDERSTANDING OF THEMSELVES AND THE WIDER WORLD.
- Students’ identities and life experiences are reflected in the works they read.
- Students have opportunities to explore content, identities, and perspectives beyond those already familiar to them.

LITERACY SKILLS ARE INTERCONNECTED.
- Students read, write, and speak every single day in the CommonLit 360 English Language Arts classroom.

STRONG MODELS HELP TEACHERS AND STUDENTS AIM TOWARD A VISION OF MASTERY.
- Student exemplars are provided for teachers at every point of the lesson.
- Students study mentor texts to build their own writing craft and develop a shared vision of success with their teacher.

TEACHER EXPERTISE LEADS TO STUDENT ACHIEVEMENT.
- Teachers are the instructional leaders of the classroom.
- Technology helps teachers by saving them time to focus on addressing misconceptions, delivering feedback, and building relationships with students.
- Coaching tools and resources help teachers build routines and make the most of strong instructional materials.
- Formative assessment tools provide quick insights so that teachers can respond quickly and tailor instruction appropriately.

STUDENTS ACHIEVE MORE WHEN THEY READ WIDELY AND OFTEN.
- Students build reading stamina through unit anchor texts, independent reading, and supplemental texts.
- Units include resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in the unit.

ALL STUDENTS SHOULD HAVE ACCESS TO GRADE-LEVEL TEXTS.
- Core lessons in each unit include scaffolding to help differentiate instruction.
- Optional lessons and materials provide teachers with additional supports for reviewing foundational skills.

SHARE YOUR FEEDBACK TO MAKE EDITION 2.0 EVEN BETTER

CommonLit 360 Edition 2.0 will launch in the summer of 2022.

Throughout the year, we will be collecting feedback from teachers and administrators to make your experience of CommonLit 360 even better.

Please share your feedback to help us make improvements that work for you and your students.

Take our CommonLit 360 survey here!
Together, the six core CommonLit 360 units address the breadth and depth of the English Language Arts content standards for their respective grade levels. As students move through the year’s instruction, unit content, tasks, and skills increase in complexity. CommonLit 360 units align vertically through text genres and unit writing outcomes. This elegant vertically-aligned design fosters collaboration in schools as teachers move in parallel toward common goals.

## SCOPE AND SEQUENCE: ALL GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit 1</th>
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<th>Unit 3</th>
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<tbody>
<tr>
<td>Grade 6</td>
<td>Characters Who Change and Grow Multi-Genre</td>
<td>Failure and Success Multi-Genre / Cross-Textual</td>
<td>The Watsons Go to Birmingham—1963 Novel</td>
<td>Our Changing Oceans Research</td>
<td>Embracing Our Differences Multi-Genre / Cross-Textual</td>
<td>Intro to Argument Writing Evidence-Based Argument</td>
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<td>Grade 7</td>
<td>In or Out: Our Struggle to Belong Multi-Genre</td>
<td>Adolescence Multi-Genre / Cross-Textual</td>
<td>The Giver Novel</td>
<td>Social Media: Risks and Rewards Research</td>
<td>New Perspectives Multi-Genre / Cross-Textual</td>
<td>Writing Stronger Arguments Evidence-Based Argument</td>
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<tr>
<td>Grade 8</td>
<td>Bad Behavior Multi-Genre</td>
<td>Courageous Choices Multi-Genre / Cross-Textual</td>
<td>Brown Girl Dreaming Novel</td>
<td>Contact Sports: Worth the Risk? Research</td>
<td>Alien Encounters Multi-Genre / Cross-Textual</td>
<td>Crafting an Argument Evidence-Based Argument</td>
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<td>Grade 9</td>
<td>Following the Crowd Multi-Genre</td>
<td>People and the Environment Multi-Genre / Cross-Textual</td>
<td>Animal Farm Novel</td>
<td>The Science of Branding: Why We Buy Research</td>
<td>Parents and Children Multi-Genre / Cross-Textual</td>
<td>Argument Writing 2.0 Evidence-Based Argument</td>
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<tr>
<td>Grade 10</td>
<td>Coming of Age Multi-Genre</td>
<td>Science Fiction and Social Commentary Multi-Genre / Cross-Textual</td>
<td>Things Fall Apart Novel</td>
<td>The Fashion Industry: Past to Present Research</td>
<td>War: Stories of Memory and Loss Multi-Genre / Cross-Textual</td>
<td>The Art of Argument Evidence-Based Argument</td>
</tr>
</tbody>
</table>

### COMMONLIT 360 UNITS INCLUDE:

- **Reading Lessons**
  High-quality texts, scaffolded, text-dependent questions, authentic peer-to-peer conversations, formative assessments

- **Vocabulary Instruction**
  Ready-made practice activities for 10-20 high-frequency words per unit

- **Related Media Explorations**
  Collaborative analysis of multimedia sources to deepen understanding of unit content and themes

- **Diagnostic Assessment**
  Provides actionable student data and compares student performance to a nationwide sample of grade-level peers

- **Writing Lessons**
  High-leverage, genre-aligned skill instruction that students apply to their final unit writing task

- **Grammar Instruction**
  Standards-aligned grammar instruction and practice activities that support the unit’s reading and writing outcomes

- **Supplemental Text Sets**
  Topically and thematically aligned texts for teachers to assign flexibly throughout the unit, including Spanish language versions

- **Accountable Independent Reading**
  Thematically aligned novel lists and protocols and routines for accountable student reading

- **Academic Discussions**
  Direct instruction on high-leverage academic language and text-based discussions that address a unit’s essential questions

- **Unit Guides**
  Each unit guide is a comprehensive tool that supports teachers in internalizing the goals and outcomes of the unit

- **Differentiated Supports for Writing**
  Optional review lessons, graphic organizers, and self-assessment checklists

- **Coaching Resources**
  Digitally available videos and supportive documents to support easy lesson facilitation
<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>UNIT 1</th>
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<th>UNIT 6</th>
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<tr>
<td><strong>ESSENTIAL QUESTIONS AND CONTENT FOCUS</strong></td>
<td>Characters Who Change and Grow</td>
<td>Failure and Success</td>
<td>The Watsons Go to Birmingham – 1963</td>
<td>Our Changing Oceans</td>
<td>Embracing our Differences</td>
<td>Intro to Argument Writing</td>
</tr>
<tr>
<td>Topics: Personal growth, formative life events</td>
<td>How are people changed through their relationships and experiences?</td>
<td>How does failure impact us, and how should we respond?</td>
<td>How do people respond to and recover from challenges and tragedy?</td>
<td>How can we be better stewards of our oceans and waterways?</td>
<td>What keeps us from embracing or showing our individual differences?</td>
<td>Should schools teach children how to cook?</td>
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<td><strong>TEXTS</strong></td>
<td>Literary</td>
<td>Literary</td>
<td>Literary</td>
<td>Psychological</td>
<td>Under development</td>
<td>Under development</td>
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<td>“Supplemental texts and independent reading resources are also available with most units”</td>
<td>&quot;The Medicine Bag&quot;</td>
<td>&quot;Laura’s Key&quot;</td>
<td>Novel: The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis</td>
<td>&quot;I’ve Seen the Antarctic’s Untouched Beauty&quot;</td>
<td>Under development</td>
<td>Under development</td>
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<tr>
<td>Informational</td>
<td>&quot;Raymond’s Run&quot;</td>
<td>&quot;Sweet, Difficult Sounds&quot;</td>
<td>&quot;Emmett Till&quot;</td>
<td>&quot;Tiny Plastic, Big Problem&quot;</td>
<td>&quot;Chameleoon&quot;</td>
<td>&quot;Fish Cheeks&quot;</td>
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<td>&quot;The Scholarship Jacket&quot;</td>
<td>&quot;Mother to Son&quot; (Poem)</td>
<td>&quot;The 16th Street Baptist Church Bombing&quot;</td>
<td>&quot;The 16th Street Baptist Church Bombing&quot;</td>
<td>&quot;Plenty of Fish in the Sea? Maybe Not&quot;</td>
<td>&quot;Identity&quot; (Poem)</td>
<td>&quot;Inside Out&quot;</td>
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<td>&quot;Do People Really Change?&quot;</td>
<td>&quot;See It Through&quot; (Poem)</td>
<td>&quot;Sometimes, History is Sadness&quot;</td>
<td>&quot;Moving Home&quot;</td>
<td>Under development</td>
<td>&quot;Drum Dream Girl&quot; (Poem)</td>
<td>&quot;Unusual Normality&quot;</td>
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<tr>
<td><strong>FOCUS SKILLS</strong></td>
<td>Reading: Summarizing a nonfiction text</td>
<td>Reading: Determining the theme of a short story</td>
<td>Reading: Analyzing how complex characters develop a novel’s theme</td>
<td>Reading: Synthesizing information across informational texts</td>
<td>New edition in development</td>
<td>Under development</td>
</tr>
<tr>
<td></td>
<td>Track complex character development</td>
<td>Explaining how a theme develops</td>
<td>Writing a literary analysis essay</td>
<td>Writing: Organizing and writing an informative research paper</td>
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<td>Writing: Writing a strong evidence-based response: 1) breaking down a prompt, 2) writing a complete paragraph, and 3) choosing relevant evidence</td>
<td></td>
<td>Speaking and Listening: Synthesizing author’s purpose</td>
<td>Speaking and Listening: Speaking to synthesize and organize information from research</td>
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<td></td>
<td>Speaking and Listening: Setting goals and expectations for classroom discussions</td>
<td>Writing about theme</td>
<td>Writing strong explanations</td>
<td>Writing introductions and conclusions</td>
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<td>UNIT</td>
<td>Title</td>
<td>Reading</td>
<td>Writing</td>
<td>Speaking and Listening</td>
<td>Focus Skills</td>
<td>Standards Addressed</td>
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<tr>
<td>1</td>
<td>In or Out: Our Struggle to Belong</td>
<td>Multi-Genre</td>
<td>Determining the theme of a short story</td>
<td>Setting goals and expectations for classroom discussions</td>
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<td>2</td>
<td>Adolescence</td>
<td>Multi-Genre/Cross-Textual</td>
<td>Tracking thematic development</td>
<td>Writing explanations that clarify meaning and connect to the argument</td>
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<td>3</td>
<td>The Giver</td>
<td>Novel</td>
<td>Analyzing how author’s craft develops theme</td>
<td>Referring to evidence in discussion</td>
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<td>4</td>
<td>Social Media: Risks and Rewards</td>
<td>Research</td>
<td>Analyzing interactions between story elements</td>
<td>Synthesizing key ideas across texts</td>
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<tr>
<td>6</td>
<td>Writing Stronger Arguments</td>
<td>Evidence-Based Argument (in development)</td>
<td>Writing an argumentative research paper</td>
<td>Developing a conclusion</td>
<td></td>
<td>Under development</td>
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</tbody>
</table>

**ESSENTIAL QUESTIONS AND CONTENT FOCUS**

- **UNIT 1**: What does it mean to be an outsider? How does our need to belong affect our actions? Topics: The psychology of belonging, the influence of diversity on relationships
- **UNIT 2**: What makes adolescence challenging? Topics: Changes in adolescence, common adolescent experiences; benefits and drawbacks of popularity
- **UNIT 3**: Which matters more: safety or love? Topics: Dystopian societies, censorship
- **UNIT 4**: Is social media more beneficial or more risky for teens? Topics: The brain’s reaction to addictive activities, social media empowerment
- **UNIT 5**: How can a disappointing world impact our perspective? Topics: Advocating for social change, public vs. private identities
- **UNIT 6**: Should your school day start later?

**TEXTS**

*Supplemental texts and independent reading resources are also available with most units*

- **UNIT 1**: *The War of the Wall!* *The White Umbrella* *Hello, My Name Is _____*
- **UNIT 2**: *Going Steady* *Hanging Fire* *Poem* *Popularity* *Saturday at the Canal* *Poem*
- **UNIT 3**: *Likes vs. Likeability*
- **UNIT 4**: *The Giver* by Lois Lowry
- **UNIT 5**: *This is your Brain on Instagram* "Teens Say Social Media Isn't as Bad for Them as You Might Think" "This Muslim-American Teen Turned His Suffering into a Full-Fledged Battle Against Stereotypes" "Why Young Adults are Taking a More Mindful Approach to Social Media"
- **UNIT 6**: *"Sol Painting" "We Wear the Mask" (Poem) "Main Street" "Gate A-4" (Poem)*

**STANDARDS ADDRESSED**

- RL.7.1, RL.7.2, RL.7.3, RL.7.6, RL.7.10, L.7.1, L.7.2, L.7.4, L.7.6, SL.7.1, SL.7.2, SL.7.6
- RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.10, L.7.1, L.7.2, L.7.6, SL.7.1, SL.7.2, SL.7.6
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<th>Crafting an Argument</th>
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<tbody>
<tr>
<td>ESSENTIAL QUESTIONS AND CONTENT FOCUS</td>
<td>How do we know what is right? Why do people choose to do wrong?</td>
<td>What motivates us to be courageous? When is courage worth the risk?</td>
<td>What makes up our identity? What parts of our identity do we choose for ourselves?</td>
<td>Are contact sports worth the risks?</td>
<td>What do stories about aliens tell us about human nature?</td>
<td>Should sugary drinks be taxed?</td>
</tr>
<tr>
<td>TEXTS*</td>
<td>“Supplemental texts and independent reading resources are also available with most units”</td>
<td>“Ruthless”</td>
<td>“The Friday Everything Changed”</td>
<td>“Sonnet” (Poem)</td>
<td>“I look at the world” (Poem)</td>
<td>“The Sit-In Movement”</td>
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<tr>
<td>FOCUS SKILLS</td>
<td>Reading: Tracking thematic development, Analyzing differing perspectives from complex characters, Analyzing development of irony and suspense</td>
<td>Writing: Writing a strong evidence-based response, Writing a strong argument, Writing introductions and conclusions</td>
<td>Speaking and Listening: Setting goals and expectations for classroom discussions</td>
<td>Reading: Analyze thematic development through character change and conflict resolution</td>
<td>Writing: Introducing evidence with context, Writing explanations that clarify meaning and connect to the argument</td>
<td>Speaking and Listening: Connecting ideas in discussion</td>
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<td>New edition in development</td>
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## 9TH GRADE SCOPE AND SEQUENCE, EDITION 1.0

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<tbody>
<tr>
<td><strong>UNIT TITLE</strong></td>
<td>Following the Crowd</td>
<td>People and the Environment</td>
<td>Animal Farm</td>
<td>The Science of Branding: Why We Buy</td>
<td>Parents and Children</td>
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<td>Multi-Genre</td>
<td>Multi-Genre/ Cross-Textual</td>
<td>Novel</td>
<td>Research</td>
<td>Multi-Genre</td>
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<tr>
<td><strong>ESSENTIAL QUESTIONS AND CONTENT FOCUS</strong></td>
<td>How does being in a group affect how we behave?</td>
<td>How do people and the environment affect each other?</td>
<td>How does power change us?</td>
<td>How do brands use different tactics to influence our purchasing behavior?</td>
<td>What brings parents and children together? What can cause them to grow apart?</td>
</tr>
<tr>
<td></td>
<td>Topics: Herd mentality, tradition, moral culpability</td>
<td>Topics: Industrial pollution, the Exxon Valdez oil spill, rising sea levels</td>
<td>Topics: Communism, democracy, abuse of power, corruption, allegory</td>
<td>Topics: Branding, advertising, persuasion</td>
<td>Topics: Generational misunderstanding, parental care</td>
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<tr>
<td>*<em>TEXTS</em></td>
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<td>Literary</td>
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<td>Reading:</td>
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<td>Reading:</td>
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<td></td>
<td>• Articulating themes of complex short stories</td>
<td>• Articulating a theme</td>
<td>• Analyzing how an author develops a claim</td>
<td>• Analyzing how characters’ interactions influence the plot</td>
<td>• Analyzing connections between ideas</td>
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<tr>
<td></td>
<td>• Analyzing how imagery and figurative language develop characterization</td>
<td>• Analyzing how structure affects the reader</td>
<td>• Tracking character change over the course of a text</td>
<td>• Analyzing how structure reveals theme</td>
<td>• Tracking how evidence supports an argument</td>
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<td>• Analyzing shifts in character motivations develop theme</td>
<td>• Making sophisticated cross-textual connections</td>
<td>• Analyzing how supporting details reveal an author’s point of view</td>
<td>• Analyzing visual media to explain its intended message</td>
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<td>Last updated 5/19/2021</td>
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<tr>
<td>UNIT 1</td>
<td>UNIT 2</td>
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<tr>
<td><strong>FOCUS SKILLS (CONT.)</strong></td>
<td>Writing: Structuring a literary analysis essay</td>
<td>Writing: Structuring a cross-textual argumentative essay</td>
<td>Writing: Addressing a counterclaim</td>
<td>Writing: Conducting independent research</td>
<td><strong>New edition in development</strong></td>
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<td></td>
<td>Writing: Writing a strong cross-textual evidence-based response</td>
<td>Writing: Introducing evidence with context</td>
<td>Emphasizing specific parts of a quotation that best support a claim</td>
<td>Gathering relevant information from multiple authoritative sources</td>
<td><strong>Under development</strong></td>
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<td>Writing: Writing a strong argument</td>
<td>Writing: Writing explanations that clarify meaning and connect to the argument</td>
<td>Responding thoughtfully to diverse perspectives</td>
<td>Following a standard format for citation</td>
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<td></td>
<td>Writing: Writing introductions and conclusions</td>
<td>Writing: Engaging readers with attention-grabbing openings</td>
<td>Speaking and Listening: Summarizing areas of agreement and disagreement</td>
<td>Making new connections based on a discussion</td>
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<td></td>
<td>Using a colon to introduce a list or quotation</td>
<td>Speaking and Listening: Referring to text evidence to stimulate a thoughtful, well-reasoned exchange of ideas</td>
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<td><strong>STANDARDS ADDRESSED</strong></td>
<td>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, W.9-10.2, L.9-10.6, SL.9-10.1</td>
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<td><strong>Writing:</strong></td>
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<td></td>
<td><strong>Structuring a literary analysis essay</strong></td>
<td><strong>Referring to text evidence to stimulate a thoughtful, well-reasoned exchange of ideas</strong></td>
<td><strong>Addressing a counterclaim</strong></td>
<td><strong>Conducting independent research</strong></td>
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<td><strong>Writing a strong cross-textual evidence-based response</strong></td>
<td><strong>Writing: Writing a strong argument</strong></td>
<td><strong>Emphasizing specific parts of a quotation that best support a claim</strong></td>
<td><strong>Gathering relevant information from multiple authoritative sources</strong></td>
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<td><strong>Writing introductions and conclusions</strong></td>
<td><strong>Writing: Writing explanations that clarify meaning and connect to the argument</strong></td>
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<td><strong>Using a colon to introduce a list or quotation</strong></td>
<td><strong>Writing: Engaging readers with attention-grabbing openings</strong></td>
<td><strong>Speaking and Listening: Summarizing areas of agreement and disagreement</strong></td>
<td><strong>Making new connections based on a discussion</strong></td>
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<td><strong>Last updated 5/19/2021</strong></td>
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<td>UNIT 1</td>
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<tr>
<td><strong>UNIT TITLE</strong></td>
<td>Coming of Age</td>
<td>Science Fiction and Social Commentary</td>
<td>Things Fall Apart</td>
<td>The Fashion Industry: Past to Present</td>
<td>War: Stories of Memory and Loss</td>
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<tr>
<td></td>
<td>Multi-Genre</td>
<td>Multi-Genre/ Cross-Textual</td>
<td>By Chinua Achebe</td>
<td>Novel</td>
<td>Multi-Genre</td>
</tr>
<tr>
<td><strong>ESSENTIAL QUESTIONS AND CONTENT FOCUS</strong></td>
<td>What experiences lead us from childhood into adulthood?</td>
<td>What does science fiction teach us about ourselves and our world?</td>
<td>What does it mean to be &quot;civilized&quot;? How does culture affect the way a person sees the world?</td>
<td>To what extent has Lowell's vision for textile factories been realized since its inception?</td>
<td>How does war change us? How should we honor and support survivors of war?</td>
</tr>
<tr>
<td><strong>TEXTS</strong></td>
<td>&quot;Supplemental texts and independent reading resources are also available with most units&quot;</td>
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<tr>
<td>Literature</td>
<td>&quot;Safety of Numbers&quot;</td>
<td>&quot;The Veldt&quot;</td>
<td>Novel: Things Fall Apart by Chinua Achebe</td>
<td>&quot;Mills in Massachusetts&quot;</td>
<td>Excerpts from &quot;The Things They Carried&quot; and &quot;Spin&quot;</td>
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<td></td>
<td>&quot;Through the Tunnel&quot;</td>
<td>&quot;Cooking Time&quot;</td>
<td>&quot;American Journal&quot; (Poem)</td>
<td>Letters from Employees in Lowell System Mills</td>
<td>&quot;The Death of a Soldier&quot; (Poem)</td>
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<td></td>
<td>&quot;American History&quot;</td>
<td>&quot;Time capsule found on the dead planet&quot; (Poem)</td>
<td>&quot;The Scramble for Africa&quot;</td>
<td>&quot;A Week in the Mill&quot;</td>
<td>&quot;Yesterday was Beautiful&quot;</td>
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<td>&quot;Marigolds&quot;</td>
<td>&quot;The Wretched and the Beautiful&quot;</td>
<td>&quot;The Igbo: Their Society, Culture, and Politics&quot;</td>
<td>&quot;The Female Workers of Lowell&quot;</td>
<td>&quot;During the War&quot; (Poem)</td>
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<td></td>
<td>&quot;Eraser Tattoo&quot;</td>
<td>[American Journal] (Poem)</td>
<td>&quot;The White Man's Burden&quot; (Poem)</td>
<td>Excerpts from Loom and Spindle</td>
<td>&quot;The Wound Dresser&quot; (Poem)</td>
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<tr>
<td>Informational</td>
<td>&quot;Growing Up: Key Moments&quot;</td>
<td>&quot;How Technology Lowers Emotional Intelligence in Kids&quot;</td>
<td>&quot;The Black Man's Burden&quot; (Poem)</td>
<td>&quot;The Real Cost of Cheap Fashion&quot;</td>
<td>Under development</td>
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<tr>
<td></td>
<td>&quot;John F. Kennedy Inspired Us Then and Now&quot;</td>
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<td></td>
<td></td>
<td>Informational</td>
</tr>
</tbody>
</table>
|           | | | | | "A Veteran Wonders: How will PTSD Affect my Kids?"
|           | | | | | "In Syria's War, 'Mental Health is the Last Priority'"

**FOCUS SKILLS**

- Analyzing how complex characters develop the theme
- Analyzing how setting can be used to build suspense or develop characterization
- Analyzing how symbolism builds meaning
- Analyzing how a central idea is developed
- Analyzing how one's culture affects point of view and actions
- Analyzing how characters and societal norms reveal theme
- Analyzing how particular sentences, paragraphs, or sections of text develop central idea
- Analyzing how diction develops theme
- Analyzing connections between people and events
- Determining point of view or purpose of a primary source
- Analyzing bias and credibility of research sources

*Supplemental texts and independent reading resources are also available with most units.*

Last updated 5/19/2021
## 10TH GRADE SCOPE AND SEQUENCE, EDITION 1.0 (CONT.)

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
<th>UNIT 5</th>
<th>UNIT 6</th>
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</thead>
<tbody>
<tr>
<td><strong>FOCUS SKILLS (CONT.)</strong></td>
<td><strong>STANDARDS ADDRESSED</strong></td>
<td><strong>FOCUS SKILLS</strong></td>
<td><strong>STANDARDS ADDRESSED</strong></td>
<td><strong>FOCUS SKILLS</strong></td>
<td><strong>STANDARDS ADDRESSED</strong></td>
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<tr>
<td>• Writing a strong evidence-based response</td>
<td>• Writing explanations that clarify evidence and support an argument</td>
<td>• Drafting an evaluative compare/contrast essay</td>
<td>• Conducting independent research</td>
<td>Under development</td>
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<tr>
<td>• Introducing evidence with context</td>
<td>• Using precise verbs to strengthen explanations</td>
<td>• Acknowledging and responding to a counterclaim</td>
<td>• Gathering relevant information from multiple authoritative sources</td>
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<tr>
<td>• Blending quotations into context</td>
<td>• Writing explanations that analyze key diction</td>
<td><strong>Speaking and Listening:</strong></td>
<td>• Following a standard format for citation</td>
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<tr>
<td>• Writing engaging introductions</td>
<td>• Using adjectival and adverbial phrases</td>
<td>• Clarifying, verifying, or challenging ideas</td>
<td>• Using ellipses and brackets when quoting</td>
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<tr>
<td>• Using a semicolon to connect ideas</td>
<td><strong>Speaking and Listening:</strong></td>
<td><strong>Writing:</strong></td>
<td><strong>Speaking and Listening:</strong></td>
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<tr>
<td>• Referring to textual evidence in discussions</td>
<td>• Moving conversations forward by posing and responding to probing questions</td>
<td>• Conducting independent research</td>
<td>• Encouraging synthesis in a discussion</td>
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Last updated 5/19/2021
CommonLit 360 materials are ready to use for the classroom, powered by the CommonLit digital platform. To access all of the materials, teachers simply go to commonlit.org, log in, and navigate to the CommonLit 360 Curriculum section of the website.

**UNIT LANDING PAGE**

Each unit’s landing page offers an at-a-glance summary of what’s included. Teachers can use this page to internalize the arc of skill instruction, see a list of the texts in the unit, and download a comprehensive and shareable PDF unit guide.

**READY-MADE MATERIALS**

On the digital platform, teachers can navigate to the “Lessons & Materials” tab which includes all of the teacher and student copies for every single lesson.

Each assignment is clearly marked as “essential,” “recommended,” or “optional” to help teachers understand the level of importance of each activity.

When possible, we provide Google Doc or Google Slides versions of lessons for easy modification.

**CLEAR LESSON FACILITATION TIPS**

Every lesson includes a short and clear teacher guide with tips for how to facilitate the lesson. The materials are flexibly designed for whole-class, small-group, and independent work.
CommonLit’s Diagnostic Assessment lets teachers know how their students are performing in comparison to a nationwide sample of grade-level peers. Teachers can use this assessment to benchmark their students at the beginning of the year. After students complete this assessment, teachers receive free, actionable data reports that can be used to inform instruction and plan for differentiation.

The Assessment Series includes access to 3 specialized assessments over the course of the school year: a Pre-Assessment for collecting student baseline data, a Mid-Year Assessment for identifying student progress and learning gaps, and a Post-Assessment for visualizing comprehensive year-long growth. For more information, check out CommonLit School Essentials.
CommonLit is a 501(c)(3) nonprofit organization on a mission to dramatically raise student achievement in reading and writing through:

1. High-quality, free English Language Arts core curriculum;
2. Aligned and actionable assessments;
3. Meaningful school-wide performance data;

Together, the CommonLit 360 Curriculum works hand-in-hand with our affordable services to deliver strong outcomes for schools and districts adopting the full model.
Want more from CommonLit? Our affordable services help schools and districts effectively roll out CommonLit’s complete program through CommonLit School Essentials or CommonLit School Essentials PRO.

Explore CommonLit Solutions for Schools and Districts

- **COMMONLIT SCHOOL ESSENTIALS**
  - $1,250 per school
  - CommonLit Assessment Series
  - On-Demand Professional Development
  - Rostering via Clever
  - Priority Customer Support
  - Administrator Data Dashboards
  - Virtual Kickoff Training

- **COMMONLIT SCHOOL ESSENTIALS PRO**
  - $2,500 per school
  - All features of Essential Plus

Interested in speaking to a CommonLit representative? [Schedule a call](#) with our team today or email [partnerships@commonlit.org](mailto:partnerships@commonlit.org).
CommonLit 360 fills an important need in the market for high-quality and free instructional materials that are designed with today’s students in mind.

STUDENT-LED LEARNING
CommonLit 360 units center students as the drivers of their own learning through collaborative group work, dynamic multimedia projects, and relevant independent research projects.

In 9th Grade Unit 4: The Science of Branding: Why We Buy, students learn about the branding strategies that successful companies employ to sell their products and messages. In their culminating project, students create a video blog to help prospective buyers of a brand make more informed decisions about the company and messages they choose to support.

UNIVERSAL DESIGN FOR LEARNING (UDL)
CommonLit 360 uses UDL guiding principles at the core of its design. Our resources engage students by stimulating their interest, providing purposeful learning goals, and delivering actionable feedback. Digital accessibility features include: text-to-speech read-aloud and one-click translation with 30+ languages supported.
CommonLit is developed with the unique learning needs of students in mind, and has received the Learner Variability Certification and the Research-Based Design Certification from Digital Promise.

COMMONLIT ESPAÑOL
CommonLit 360 supports English Language Learners through our Spanish language curricular resources and ELL-specific Tier-2 materials. All CommonLit units offer sets of thematically aligned supplemental texts in Spanish and English, and a suite of accessibility features that make for smooth Spanish translation and read aloud.
Check out our full Spanish library here.
COMMONLIT 360 TECHNOLOGY

In addition to being completely free, CommonLit 360 offers a fully interactive student-facing digital platform. Here are a few of the many features CommonLit's digital platform offers to all teachers:

EASY ROSTERING AND CLASS MANAGEMENT

CommonLit offers easy rostering solutions through Google Classroom and Clever. Teachers can quickly import existing student accounts or create their own classes directly through CommonLit.

INTEGRATION AND SYNCING WITH LEARNING MANAGEMENT SYSTEMS (LMS)

CommonLit syncs assignments and grading with Google Classroom, and our unique assignment links can easily be posted within other LMS platforms for students to access.
COMMONLIT 360 TECHNOLOGY (CONT.)

INSTANT STUDENT DATA FOR TEACHERS
Teachers can view student performance across all classes, by class, and by student through CommonLit’s free data dashboards for teachers. These dashboards enable data-driven decision making, giving teachers the ability to quickly determine instructional next steps. We also offer school and district-wide reports through our affordable packages.

ANNOTATION TOOLS
Students can use CommonLit Annotation Tools to highlight and add notes in the margin of any assignment on both desktop and touchscreen devices. For simple and direct feedback, teachers can view individual student annotations and respond to them easily, and in real-time, through their teacher dashboards.
QUICK AND EASY TEACHER FEEDBACK ON STUDENT WRITING

Providing individualized feedback to students about their writing is simple through CommonLit’s grading platform.

Teachers can score student writing on a 0-4 scale and leave written feedback on students’ responses using the provided exemplar as a scoring guide.

LIVE, FREE TECH SUPPORT FOR ALL TEACHERS

CommonLit offers live chat support through our platform to all teachers for free. Teachers can reach out to our support team for help with in-the-moment technical questions, assistance navigating the site, or support in understanding our content and curriculum.

Teachers can simply click HELP to chat with an experienced support representative.
FREQUENTLY ASKED QUESTIONS

1. HOW WAS THIS CURRICULUM DEVELOPED?

We developed CommonLit 360 over the course of three years through pilots in 50 middle and high schools. Over that time, we made countless iterations on the materials based on extensive stakeholder feedback including over 300 hours of classroom observations, and data collected from over 5,000 teacher and student surveys. Teachers consistently speak about how CommonLit is easy to use and engaging for students.

2. WHAT IS YOUR APPROACH TO TEXT SELECTION?

Strong text selection is the linchpin to all CommonLit 360 units, as the texts form the foundation of rich content and deep inquiry. Our selected texts are worthy of students’ time and attention, meet grade-level complexity requirements, and share valuable information and perspectives aligned to a unit’s essential questions, themes, and topics. Through text selection, we seek to ensure that students’ identities and life experiences are reflected in the works they read and that they have opportunities to explore content, identities, and perspectives beyond those already familiar to them. Across the whole curriculum, over 50% of our texts feature authors or protagonists of color. A text list for each unit is available in each Unit Guide.

3. HOW DO YOU APPROACH TEXT COMPLEXITY?

One of the central tenets behind the CCSS is that texts should be appropriately complex, and should become increasingly complex throughout a student’s academic experience. CommonLit’s curation specialists use both quantitative and qualitative measures of text complexity to determine whether a particular text is appropriately complex. For a quantitative measurement, our team uses the Lexile Text Measurement System as an initial metric to determine grade-level band, according to Common Core aligned Lexile “stretch” ranges, defined by “the demand of text that students should be reading to be college and career ready by the end of Grade 12” (CCSO, 2012). For qualitative measures of text complexity, the team refers to the complexity rubric for informational and literary texts from the State Collaboratives on Assessment and Student Standards (SCASS). This tool helps us analyze a text’s complexity based on text structure, language features, purpose/meaning, and background knowledge demands. Together, these data points allow us to make a determination about whether a particular text is appropriate to meet grade-level expectations.
4. WHAT IS YOUR APPROACH TO HORIZONTAL ALIGNMENT?

CommonLit 360 Curriculum units fully address the breadth and depth of the English Language Arts content standards for their respective grade levels. As students move through the year’s instruction, unit content, tasks, and skills increase in complexity. Standards are fully assessed through aligned formative assessments and end-of-unit tasks.

5. WHAT IS YOUR APPROACH TO VERTICAL ALIGNMENT?

In order to simplify planning and coaching across grade levels, CommonLit 360 units align vertically through text genres and unit writing outcomes. For example, every first unit of instruction across grades 6-10 begins with engaging short stories that center around complex plots and the experiences of diverse characters. This vertical alignment allows professional learning communities (PLCs), coaches, and other leaders to foster collaboration within an ELA department. This design also allows for more coherent coaching and professional learning opportunities as teachers move in parallel toward common goals.

6. HAS THE CURRICULUM BEEN EXTERNALLY EVALUATED?

Throughout the development process, CommonLit engaged external curriculum evaluators to provide ongoing feedback to inform the design of the curriculum based on various rubrics of curriculum quality and alignment. CommonLit will provide ongoing updates about the status of any pending reviews.

7. CAN TEACHERS USE COMMONLIT 360 UNITS OUT OF ORDER OR FOR INTERVENTION?

CommonLit 360 units build in skill and complexity and together offer a year’s worth of instruction. However, teachers can use individual units quite successfully by selecting the units that align best to their classroom goals. Teachers can easily browse CommonLit 360 units to determine which themes, skills, and outcomes will best meet the needs of their students.
8. HOW ARE THESE MATERIALS LICENSED?

CommonLit 360 is published under the CC BY-NC-SA 4.0 license. All CommonLit-created materials may be reused, remixed, revised, and redistributed for noncommercial classroom use. By publishing CommonLit 360 as an Open Educational Resource (OER), we are helping to achieve our mission of advancing educational equity. CommonLit also provides all reading passages used in the curriculum; these third-party licensed texts are subject to copyright protection, but all other lesson components may be flexibly reused subject to CC BY-NC-SA 4.0 guidelines. Please see this help article for more information, or email permissions@commonlit.org with questions.

9. WHAT KIND OF PROFESSIONAL DEVELOPMENT DO YOU OFFER WITH COMMONLIT 360?

Through extensive testing and feedback, we have made CommonLit 360 units extremely user friendly. The materials are ready to use, and the platform is simple to navigate. The consistent unit design makes for smooth internalization by teachers. To further support effective utilization, we offer a suite of free on-demand videos available on the Support & Resources page for each unit. These easy to follow, short videos are accessible to any teacher and provide clear overviews of each component of the curriculum along with tips and tricks for straightforward implementation. To support broader implementation of CommonLit 360 across a school or district, including resources for teachers, instructional coaches, and administrators, we offer an affordable package of robust training modules that work hand-in-hand with our assessment services. For pricing information, visit CommonLit School Essentials.

10. WHAT EXTERNAL RESEARCH HAS BEEN CONDUCTED SHOWING THE EFFECTIVENESS OF COMMONLIT?

CommonLit is designed to help teachers use research-based instructional routines in literacy. In addition, CommonLit conducts ongoing third-party research to measure the effectiveness of its tools and services in terms of raising student achievement. To date, third-party research has shown that:

- Students who complete more CommonLit assignments experience greater gains in reading performance;
- Increased CommonLit usage is associated with more students at proficient or mastery level on a state assessment;
- Students at Title I (low-income) schools experience greater gains on CommonLit;
- Students in special education classes have greater gains on CommonLit.

Read the full CommonLit Evidence of Effectiveness report here.
The CommonLit 360 Curriculum would not be possible without the generous support of our donors, including the many foundations, individuals, corporations, and families that believed in our vision to create an extremely robust, free English Language Arts curriculum.

We are particularly grateful to Washington Leadership Academy students, teachers, leaders, and board of directors who helped to co-develop CommonLit 360, and who provided direct financial support, encouragement, and ongoing feedback to make this ambitious project possible.