

***Howell Township Public Schools
Language Arts Curriculum
Grades 6-8***



Approved: August 15, 2012

Scope and Sequence Document
Common Core Standards English Language Arts K-8
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Introduction and Directions

The Common Core Standards for English Language Arts were designed to provide guidance for teachers in preparing students for college and career readiness. This comprehensive curriculum for literacy includes consistent repetitive *anchor standards*, or end goals, in addition to specific standards for reading literature, reading nonfiction informational text, the reading foundation skills (K-5 only), writing, speaking and listening, language and vocabulary.

This Scope and Sequence document is quite different from any that we have used in the past, and so it bears some explanation. This document first presents the *anchor standards*, for each of the topics listed above. Each of the anchor topics breaks down into a number of sub-standards, identifying targeted learning behaviors that a literate college and career ready citizen needs to demonstrate.

Appendix A lists each of these sub-standards as a continuum across the grade levels so that educators can identify the expectations for their students in the next grade and in the prior grade.

Appendix B is a comprehensive list of all the standards that each grade level needs to achieve in a year. Each of the grades, K-8 is listed as a separate document.

The document is designed to be dynamic so that the reader can easily move from one portion of the text to the next. For example, if a third grade teacher is reviewing her grade level expectations, she will be able to click on a specific standard to link to a specific continuum of expectations for that standard.

College and Career Readiness Anchor Standards for Reading Literature

Strand: Key Ideas and Details

Pages

1. 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. [10](#)

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [11](#)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [12](#)

Strand: Craft and Structure

4. 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. [13](#)

5. 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. [14](#)

6. Assess how point of view or purpose shapes the content and style of a text. [15](#)

Strand: Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [16](#)

8. 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. *This standard is not applicable to literature.* [17](#)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [18](#)

Strand: Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [19](#)

College and Career Readiness Anchor Standards for Reading Informational Text

Strand: Key Ideas and Details

Pages

1. 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. [20](#)

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [21](#)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [22](#)

Strand: Craft and Structure

4. 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. [23](#)

5. 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. [24](#)

6. Assess how point of view or purpose shapes the content and style of a text. [25](#)

Strand: Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [26](#)

8. 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. [27](#)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [28](#)

Strand: Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [29](#)

Reading Standards: Foundation Skills by Strand

There are no anchor standards for Reading: Foundation Skills.

Pages

Strand: Print Concepts

[30](#)

Strand: Phonological Awareness

[31](#)

Strand: Phonics and Word Recognition

[32](#)

Strand: Fluency

[34](#)

College and Career Readiness Anchor Standards for Writing

Strand: Text Types and Purposes

Pages

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [35](#)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [37](#)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [40](#)

Strand: Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [42](#)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [43](#)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. [44](#)

Strand: Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [45](#)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. [46](#)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. [47](#)

Strand: Range of Writing

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. [49](#)

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College and Career Anchor Standards for Speaking and Listening

Strand: Comprehension and Collaboration	Pages
1. 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.	50
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	53
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	54

Strand: Presentation of Knowledge and Ideas

4. 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	55
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	56
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	57

College and Career Anchor Standards for Language

Strand: Conventions of Standard English	Pages
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	58
2. Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	61

Strand: Knowledge of Language

3. 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.	63
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Strand: Vocabulary Acquisition and Use

4. 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.	65
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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [68](#)

6. 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 encountering an unknown term important to comprehension or expression. [70](#)

Appendix A

Continuums of Standards for Grades K – 8

Reading Standards for Literature: Strand - Key Ideas and Details, Standard 1

CCR 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.

Grade Standard

- [K](#) With prompting and support, ask and answer questions about key details in a text.
- [1](#) Ask and answer questions about key details in a text.
- [2](#) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [3](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [4](#) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [5](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- [6](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [7](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- [8](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards for Literature: Strand - Key Ideas and Details, Standard 2

CCR Reading: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Standard
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- | | |
|--------------------------|---|
| <u>K</u> | With prompting and support, retell familiar stories, including key details. |
| <u>1</u> | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| <u>2</u> | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| <u>3</u> | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| <u>4</u> | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| <u>5</u> | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| <u>6</u> | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| <u>7</u> | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text |
| <u>8</u> | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |

Reading Standards for Literature: Strand - Key Ideas and Details, Standard 3

CCR Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Standard

- K** With prompting and support, identify characters, settings, and major events in a story.
- 1** Describe characters, settings, and major events in a story, using key details.
- 2** Describe how characters in a story respond to major events and challenges.
- 3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 4** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 5** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- 6** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 7** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 8** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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Reading Standards for Literature: Strand - Craft and Structure, Standard 4

CCR Reading: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.

Grade Standard

- K** Ask and answer questions about unknown words in a text.
- 1** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 2** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 3** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- 5** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 6** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 7** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 8** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Reading Standards for Literature: Strand - Craft and Structure, Standard 5

CCR 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.

Grade Standard

- K** Recognize common types of texts (e.g., storybooks, poems).
- 1** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 2** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 3** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 4** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
- 5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 6** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 7** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 8** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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Reading Standards for Literature: Strand - Craft and Structure, Standard 6

CCR Reading: Assess how point of view or purpose shapes the content and style of a text.

Grade Standard

- K** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- 1** Identify who is telling the story at various points in a text.
- 2** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 3** Distinguish their own point of view from that of the narrator or those of the characters.
- 4** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 5** Describe how a narrator's or speaker's point of view influences how events are described.
- 6** Explain how an author develops the point of view of the narrator or speaker in a text.
- 7** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 8** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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Reading Standards for Literature: Strand - Integration of Knowledge and Ideas, Standard 7

CCR Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade Standard

- K** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- 1** Use illustrations and details in a story to describe its characters, setting, or events.
- 2** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 3** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 4** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 5** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
- 6** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- 7** Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- 8** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors

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Reading Standards for Literature: Strand - Integration of Knowledge and Ideas, Standard 8

CCR Reading: Delineate and evaluate content presented in diverse media and formats, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Please note: This reading standard is not applicable to literature

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Reading Standards for Literature: Strand - Integration of Knowledge and Ideas, Standard 9

CCR 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.

Grade	Standard
<u>K</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>1</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>2</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<u>3</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>4</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>5</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>6</u>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<u>7</u>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<u>8</u>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading Standards for Literature: Strand - Range of Reading and Level of Text Complexity, Standard 10

CCR Reading: Read and comprehend complex literary and informational texts independently and proficiently.

Grade Standard

- K** Actively engage in group reading activities with purpose and understanding.
- 1** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- 2** By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 3** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 4** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 5** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- 6** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 7** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 8** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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Reading Standards for Informational Text: Strand - Key Ideas and Details, Standard 1

CCR 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.

Grade Standard

- K** With prompting and support, ask and answer questions about key details in a text.
- 1** Ask and answer questions about key details in a text.
- 2** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 3** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 4** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 6** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Informational Text: Strand - Key Ideas and Details, Standard 2

CCR Reading: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade Standard

- K** With prompting and support, identify the main topic and retell key details of a text.
- 1** Identify the main topic and retell key details of a text.
- 2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 3** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 4** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 5** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 6** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 7** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 8** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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Reading Standards for Informational Text: Strand - Key Ideas and Details, Standard 3

CCR Reading: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Standard

- K** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 2** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 4** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 5** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 6** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 7** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 8** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Reading Standards for Informational Text: Strand - Craft and Structure, Standard 4

CCR Reading: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.

Grade Standard

- K** With prompting and support, ask and answer questions about unknown words in a text.
- 1** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 2** Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.
- 3** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 5** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 6** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 7** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 8** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Reading Standards for Informational Text: Strand - Craft and Structure, Standard 5

CCR 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.

Grade Standard

- K** Identify the front cover, back cover, and title page of a book.
- 1** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- 2** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 3** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 4** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 6** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 7** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 8** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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Reading Standards for Informational Text: Strand - Craft and Structure, Standard 6

CCR Reading: Assess how point of view or purpose shapes the content and style of a text.

Grade Standard

- K** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- 1** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 2** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 3** Distinguish their own point of view from that of the author of a text.
- 4** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 5** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- 7** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 8** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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Reading Standards for Informational Text: Strand - Integration of Knowledge and Ideas, Standard 7

CCR Reading: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade Standard

- K** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- 1** Use the illustrations and details in a text to describe its key ideas.
- 2** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 3** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 4** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 5** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 6** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 8** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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Reading Standards for Informational Text: Strand - Integration of Knowledge and Ideas, Standard 8

CCR Reading: Delineate and evaluate content presented in diverse media and formats, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade Standard

- K** With prompting and support, identify the reasons an author gives to support points in a text.
- 1** Identify the reasons an author gives to support points in a text.
- 2** Describe how reasons support specific points the author makes in a text.
- 3** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 4** Explain how an author uses reasons and evidence to support particular points in a text.
- 5** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 6** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 7** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Reading Standards for Informational Text: Strand - Integration of Knowledge and Ideas, Standard 9

CCR 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.

Grade Standard

- K** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 1** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 2** Compare and contrast the most important points presented by two texts on the same topic.
- 3** Compare and contrast the most important points and key details presented in two texts on the same topic.
- 4** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- 5** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 6** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 7** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- 8** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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Reading Standards for Informational Text: Strand - Range of Reading and Level of Text Complexity, Standard 10

CCR Reading: Read and comprehend complex literary and informational texts independently and proficiently.

Grade Standard

- K** Actively engage in group reading activities with purpose and understanding.
- 1** With prompting and support, read informational texts appropriately complex for grade 1.
- 2** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 3** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 4** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
- 5** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- 6** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 7** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 8** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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Reading Foundation Skills: Strand - Print Concepts, Standard 1

Grade	Standard
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- | | |
|-----------------|---|
| <u>K</u> | Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page-by-page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand that words are separated by spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet. |
|-----------------|---|

- | | |
|-----------------|--|
| <u>1</u> | Demonstrate understanding of the organization and basic features of print. |
|-----------------|--|

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Reading Foundation Skills: Strand - Phonological Awareness, Standard 2

Grade Standard

- K** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 1** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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Reading Foundation Skills: Strand - Phonics and Word Recognition, Standard 3

Grade Standard

- K** Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- 1** Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.
- 2** Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- 3** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grade-appropriate irregularly spelled words.
- 4** Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
- 5** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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Reading Foundation Skills: Strand - Fluency, Standard 4

Grade Standard

- K** Read emergent-reader texts with purpose and understanding.
- 1** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate and expression.
 - Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
- 2** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate and expression.
 - Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
- 3** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.
 - Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
- 4** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.
 - Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
- 5** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.
 - Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Writing Standards: Strand - Text Types and Purposes, Standard 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Standard

K Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

3 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

4 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

5 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

6 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

7 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

8 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence. using accurate. credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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Writing Standards: Strand - Text Types and Purposes, Standard 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade Standard

- K** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- 1** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 3** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- 4** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- 5** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

- 6** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

- 7** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- 8** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the

information or explanation presented.

Writing Standards: Strand - Text Types and Purposes, Standard 3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Standard

- K** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- 1** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 2** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 3** Write narratives to develop real or imagined experiences or events using effective technique. descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
- 4** Write narratives to develop real or imagined experiences or events using effective technique. descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
- 5** Write narratives to develop real or imagined experiences or events using effective technique. descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

6 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

7 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

8 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence. Signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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Writing Standards: Strand - Production and Distribution of Writing, Standard 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Standard

K
1
2

The expectations for this standard begin in Grade 3.

- 3** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6** 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.)
- 7** 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.)
- 8** 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.)

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Writing Standards: Strand - Production and Distribution of Writing, Standard 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade Standard

- K** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 1** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 2** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 3** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- 4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
- 5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
- 6** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- 7** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- 8** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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Writing Standards: Strand - Production and Distribution of Writing, Standard 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade Standard

- K** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 2** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 3** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 4** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- 5** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- 6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- 7** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 8** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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Writing Standards: Strand - Research to Build and Present Knowledge, Standard 7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade Standard

- K** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- 1** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 2** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 3** Conduct short research projects that build knowledge about a topic.
- 4** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 5** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 6** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 8** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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Writing Standards: Strand - Research to Build and Present Knowledge, Standard 8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade Standard

- K** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 2** Recall information from experiences or gather information from provided sources to answer a question.
- 3** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 4** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 5** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 6** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 7** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Writing Standards: Strand - Research to Build and Present Knowledge, Standard 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Standard

K
1
2
3

The expectations for this standard begin in Grade 4.

- 4** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- 5** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama. drawing on specific details in the text [e.g., how characters interact]”).
 - Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- 6** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
 - Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- 7** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
 - Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- 8** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work

of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

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Writing Standards: Strand - Range of Writing, Standard 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.

Grade Standard

K

1

2

The expectations for this standard begin in Grade 3.

3

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 discipline-specific tasks, purposes, and audiences.

4

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 discipline-specific tasks, purposes, and audiences.

5

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 discipline-specific tasks, purposes, and audiences.

6

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 discipline-specific tasks, purposes, and audiences.

7

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 discipline-specific tasks, purposes, and audiences.

8

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 discipline-specific tasks, purposes, and audiences.

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Speaking and Listening Standards: Strand - Comprehension and Collaboration, Standard 1

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.

Grade Standard

- K** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care. speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- 2** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 3** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain ideas and understandings in light of the discussion.
- 4** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

7 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and when warranted modify their own views.

8 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study;

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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Speaking and Listening Standards: Strand - Comprehension and Collaboration, Standard 2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade Standard

- K** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 1** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 3** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 5** Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 6** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 7** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 8** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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Speaking and Listening Standards: Strand - Comprehension and Collaboration, Standard 3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade Standard

- K** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 1** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 2** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 4** Identify the reasons and evidence a speaker provides to support particular points.
- 5** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 6** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 7** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 8** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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Speaking and Listening Standards: Strand - Presentation of Knowledge and Ideas, Standard 4

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

Grade Standard

- K** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- 1** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 2** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 3** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 6** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 7** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening Standards: Strand - Presentation of Knowledge and Ideas, Standard 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade Standard

- K** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 1** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 2** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 3** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 4** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 6** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 7** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- 8** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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Speaking and Listening Standards: Strand - Presentation of Knowledge and Ideas, Standard 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade Standard

- K** Speak audibly and express thoughts, feelings, and ideas clearly.
- 1** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
- 2** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
- 3** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 4** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
- 5** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
- 6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
- 7** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
- 8** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards: Strand - Conventions of Standard English, Standard 1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Grade Standard

- K** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog. dogs; wish. wishes).
 - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.
- 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., during, beyond, toward).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use reflexive pronouns (e.g., myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

- 3** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., childhood).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- 4** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly use frequently confused words (e.g., to, too, two; there, their).
- 5** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
 - Use correlative conjunctions (e.g., either/or, neither/nor).
- 6** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., myself, ourselves).
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

7 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

8 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

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Language Standards: Strand - Conventions of Standard English, Standard 2

Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Grade Standard

- K** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- 1** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage; badge; boy; boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting. smiled. cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 4** Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

6 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- b. Spell correctly.

7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- b. Spell correctly.

8 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

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Language Standards: Strand - Knowledge of Language, Standard 3

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.

Grade Standard

- K**
1 *The expectations for this standard begin in Grade 2.*
- 2** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.
- 3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.
- 4** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.
b. Choose punctuation for effect.
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- 5** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 6** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
b. Maintain consistency in style and tone.
- 7** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 8** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action);

expressing uncertainty or describing a state contrary to fact).

Language Standards: Strand - Vocabulary Acquisition and Use, Standard 4

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.

Grade Standard

- K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- 1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 2** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 3** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 4** Determine or clarify the meaning of unknown and multiple-meaning words and

phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph. photograph. autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph. photosynthesis).

6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience. auditory, audible).
- c. Consult 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 or its part of speech.
- 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).

7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose. rebel).
- 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 or its part of speech.
- 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).

8 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede. recede. secede).
- 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 or its part of speech.
- 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).

Language Standards: Strand - Vocabulary Acquisition and Use, Standard 5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grade Standard

- K** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- 1** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 2** Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 3** Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).

7 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

8 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Language Standards: Strand - Vocabulary Acquisition and Use, Standard 6

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 encountering an unknown term important to comprehension or expression.

Grade Standard

- K** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- 1** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).
- 2** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- 3** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- 4** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- 5** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- 6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 7** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 8** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Appendix B
(Standards synthesized by grade level)

Kindergarten

Content	Strand	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	K.RL.1	With prompting and support, ask and answer questions about key details in a text.
		K.RL.2	With prompting and support, retell familiar stories, including key details.
		K.RL.3	With prompting and support, identify characters, settings, and major events in a story.
	Craft and Structure	K.RL.4	Ask and answer questions about unknown words in a text.
		K.RL.5	Recognize common types of texts (e.g., storybooks, poems).
		K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	Integration of Knowledge and Ideas	K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
		K.RL.8	<i>Not applicable to literature.</i>
		K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Range of Reading and Complexity of Text	K.RL.10	Actively engage in group reading activities with purpose and understanding.
Reading Informational Text	Key Ideas and Details	K.RI.1	With prompting and support, ask and answer questions about key details in a text.
		K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
		K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Craft and Structure	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
		K.RI.5	Identify the front cover, back cover, and title page of a book.
		K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

	Integration of Knowledge and Ideas	K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.
		K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Range of Reading and Complexity of Text	K.RI.10	Actively engage in group reading activities with purpose and understanding.
Reading Foundation Skills	Print Concepts	K.RF.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
	Phonological Awareness	K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	Phonics and Word Recognition	K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
	Fluency	K.RF.4	Read emergent-reader texts with purpose and understanding.
Writing	Text Types and Purposes	K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
		K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
	Production and Distribution of Writing	K.W.4	<i>Expectations for this standard begin in grade 3.</i>
		K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
		K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

	Research to Build and Present Knowledge	K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		K.W.9	<i>Expectations for this standard begin in grade 4.</i>
	Range of Writing	K.W.10	<i>Expectations for this standard begin in grade 3.</i>
Speaking and Listening	Comprehension and Collaboration	K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
		K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Presentation of Knowledge and Ideas	K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
		K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
		K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language	Conventions of Standard English	K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding

		<p>/s/ or /es/ (e.g., dog. dogs; wish. wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
	K.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
Knowledge of Language	K.L.3	<i>Expectations for this standard begin in grade 2.</i>
Vocabulary Acquisition and Use	K.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
	K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
	K.L.6	Use words and phrases acquired through

			conversations, reading and being read to, and responding to texts.
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Grade 1

Content	Strand	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	1.RL.1	Ask and answer questions about key details in a text.
		1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		1.RL.3	Describe characters, settings, and major events in a story, using key details.
	Craft and Structure	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		1.RL.6	Identify who is telling the story at various points in a text.
	Integration of Knowledge and Ideas	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
		1.RL.8	<i>Not applicable to literature.</i>
		1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
	Range of Reading and Complexity of Text	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading Informational Text	Key Ideas and Details	1.RI.1	Ask and answer questions about key details in a text.
		1.RI.2	Identify the main topic and retell key details of a text.
		1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Craft and Structure	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
		1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

	Integration of Knowledge and Ideas	1.RI.7	Use the illustrations and details in a text to describe its key ideas.
		1.RI.8	Identify the reasons an author gives to support points in a text.
		1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Range of Reading and Complexity of Text	1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.
Reading Foundation Skills	Print Concepts	1.RF.1	Demonstrate understanding of the organization and basic features of print.
	Phonological Awareness	1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words . b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	Phonics and Word Recognition	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
			Read with sufficient accuracy and fluency to

	Fluency	1.RF.4	support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	Text Types and Purposes	1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
		1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
		1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	Production and Distribution of Writing	1.W.4	<i>Expectations for this standard begin in grade 3.</i>
		1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
		1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge	1.W.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
		1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		1.W.9	<i>Expectations for this standard begin in grade 4.</i>
	Range of Writing	1.W.10	<i>Expectations for this standard begin in grade 3.</i>

Speaking and Listening	Comprehension and Collaboration	1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
		1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Presentation of Knowledge and Ideas	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
Language	Conventions of Standard English	1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk

			<p>home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
		1.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	Knowledge of Language	1.L.3	<i>Expectations for this standard begin in grade 2.</i>
	Vocabulary Acquisition and Use	1.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

		<p>1.L.5</p>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
		<p>1.L.6</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that)</p>

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Grade 2

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		2.RL.3	Describe how characters in a story respond to major events and challenges.
	Craft and Structure	2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	Integration of Knowledge and Ideas	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		2.RL.8	<i>Not applicable to literature.</i>
		2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	Range of Reading and Complexity of Text	2.RL.10	By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	Key Ideas and Details	2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
		2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

	Craft and Structure	2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
		2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
		2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Integration of Knowledge and Ideas	2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		2.RI.8	Describe how reasons support specific points the author makes in a text.
		2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.
	Range of Reading and Complexity of Text	2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills	Print Concepts	2.RF.1	<i>Expectations for this standard are for grades K-1.</i>
	Phonological Awareness	2.RF.2	<i>Expectations for this standard are for grades K-1.</i>
	Phonics and Word Recognition	2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
	Fluency	2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.

			<p>b. Read grade-level text orally with accuracy, appropriate rate and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
Writing	Text Types and Purposes	2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
		2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
		2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
	Production and Distribution of Writing	2.W.4	<i>Expectations for this standard begin in grade 3.</i>	
		2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
		2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	Research to Build and Present Knowledge	2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
		2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	
		2.W.9	<i>Expectations for this standard begin in grade 4.</i>	
	Range of Writing	2.W.10	<i>Expectations for this standard begin in grade 3.</i>	

Speaking and Listening	Comprehension and Collaboration	2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
		2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Presentation of Knowledge and Ideas	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
		2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
Language	Conventions of Standard English	2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth. mice. fish). c. Use reflexive pronouns (e.g., myself.

			<p>ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid. told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand. and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
		2.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>
	Knowledge of Language	2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
	Vocabulary Acquisition and Use	2.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse. lighthouse. housefly; bookshelf. notebook, bookmark).</p>

			e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		2.L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
		2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Grade 3

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	Craft and Structure	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
	Integration of Knowledge and Ideas	3.RL.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		3.RL.8	<i>Not applicable to literature.</i>
		3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	Range of Reading and Complexity of Text	3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Reading Informational Text	Key Ideas and Details	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

		3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
	Craft and Structure	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
		3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
		3.RI.6	Distinguish their own point of view from that of the author of a text.	
	Integration of Knowledge and Ideas	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
		3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
		3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	Range of Reading and Complexity of Text	3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	
	Reading Foundation Skills	Print Concepts	3.RF.1	<i>Expectations for this standard are for grades K-1.</i>
Phonological Awareness		3.RF.2	<i>Expectations for this standard are for grades K-1.</i>	
Phonics and Word Recognition		3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	
Fluency		3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	

			<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing	Text Types and Purposes	3.W.1	<p>Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
		3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
		3.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
	Production and Distribution of Writing	3.W.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

		3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
		3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Research to Build and Present Knowledge	3.W.7	Conduct short research projects that build knowledge about a topic.
		3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
		3.W.9	<i>Expectations for this standard begin in grade 4.</i>
Range of Writing	3.W.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 discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	Comprehension and Collaboration	3.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p style="text-align: right;">Back to top</p> <p>d. Explain ideas and understanding in light of the discussion.</p>

		3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Presentation of Knowledge and Ideas	3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
		3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
		3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
Language	Conventions of Standard English	3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
		3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.

			<p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting. smiled. cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>
	Knowledge of Language	3.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
	Vocabulary Acquisition and Use	3.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable. comfortable/uncomfortable. care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
		3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among</p>

			related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
		3.L.6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Grade 4

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
		4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
	Craft and Structure	4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
		4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
		4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	Integration of Knowledge and Ideas	4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
		4.RL.8	<i>Not applicable to literature.</i>
		4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	Range of Reading and Complexity of Text	4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	Key Ideas and Details	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

		4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
		4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
		4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
	Craft and Structure	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
		4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	Integration of Knowledge and Ideas		
		4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
		4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Range of Reading and Complexity of Text	4.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
Reading Foundation Skills	Print Concepts	4.RF.1	<i>Expectations for this standard are for grades K-1</i>
	Phonological Awareness	4.RF.2	<i>Expectations for this standard are for grades K-1</i>
	Phonics and Word Recognition	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to

			read accurately unfamiliar multi-syllabic words in context and out of context.
	Fluency	4.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing	Text Types and Purposes	4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
		4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
		4.W.3	Write narratives to develop real or imagined

			<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	Production and Distribution of Writing	4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
		4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
		4.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Research to Build and Present Knowledge	4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
		4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character,</p>

			<p>setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
	Range of Writing	4.W.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 discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	4.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to</p> <p>clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
		4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
	Presentation of Knowledge and Ideas	4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

		4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
Language	Conventions of Standard English	4.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>
		4.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
	Knowledge of Language	4.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p>

Language

			<p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
	<p>Vocabulary Acquisition and Use</p>	<p>4.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph. photograph. autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
		<p>4.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
		<p>4.L.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 5

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	Craft and Structure	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		5.RL.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
	Integration of Knowledge and Ideas	5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).
		5.RL.8	<i>Not applicable to literature.</i>
		5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	Range of Reading and Complexity of Text	5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Informational Text	Key Ideas and Details	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

		5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Craft and Structure	5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
		5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Integration of Knowledge and Ideas	5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	Range of Reading and Complexity of Text	5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Foundation Skills	Print Concepts	5.RF.1	<i>Expectations for this standard are for grades K-1</i>
	Phonological Awareness	5.RF.2	<i>Expectations for this standard are for grades K-1</i>
	Phonics and Word Recognition	5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Fluency	5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and

			<p>understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Writing	Text Types and Purposes	5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
		5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
		5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation</p>

			<p>and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	Production and Distribution of Writing	5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
		5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
		5.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Research to Build and Present Knowledge	5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
		5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

		5.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama. drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
	Range of Writing	5.W.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 discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	5.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
		5.SL.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Presentation of Knowledge and	5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using

			appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Ideas	5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Language			
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Language	Conventions of Standard English	5.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
		5.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true. isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
	Knowledge of Language	5.L.3	<p>Use knowledge of language and its conventions when writing. Speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>

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			b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Vocabulary Acquisition and Use	5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
		5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade 6

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
		6.RL.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	Craft and Structure	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
		6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
		6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.
	Integration of Knowledge and Ideas	6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
		6.RL.8	<i>Not applicable to literature.</i>
		6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	Range of Reading and Complexity of Text	6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	Key Ideas and Details	6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

		6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	Craft and Structure	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
		6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	
		6.RI.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
	Integration of Knowledge and Ideas	6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
		6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
		6.RI.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
	Range of Reading and Complexity of Text	6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	Writing	Text Types and Purposes	6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
6.W.2			Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

		<p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
		<p>6.W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	Production and Distribution of Writing	<p>6.W.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
		<p>6.W.5</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing</p>

			for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
		6.W.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	Research to Build and Present Knowledge	6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
		6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
		6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
	Range of Writing	6.W.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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening	Comprehension and Collaboration	6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
		6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
		6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Presentation of Knowledge and Ideas	6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
		6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
		6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language	Conventions of Standard English	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
	Knowledge of Language	6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Maintain consistency in style and tone.
	Vocabulary Acquisition and Use	6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult 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 or its part of speech. 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).
		6.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>
		6.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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Grade 7

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
		7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	Craft and Structure	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
		7.RL.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
		7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas	7.RL.7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
		7.RL.8	<i>Not applicable to literature.</i>
		7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Range of Reading and Complexity of Text	7.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	Key Ideas and Details	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

		7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	Craft and Structure	7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
		7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
		7.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas	7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
		7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
		7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Range of Reading and Complexity of Text	7.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing	Text Types and Purposes	7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p style="text-align: right;">Back to top</p> <p>b. Support claim(s) with logical reasoning and relevant evidence. using accurate. credible sources and demonstrating an understanding of the topic or text.</p>

			<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
		7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
		7.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>

			<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing	7.W.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.)	
	7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)	
	7.W.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
Research to Build and Present Knowledge	7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
	7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
	7.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary</p>	

			nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
	Range of Writing	7.W.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 discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
		7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		7.SL.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas	7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

		7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
		7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)
Language	Conventions of Standard English	7.L.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.
		7.L.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	Knowledge of Language	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	Vocabulary Acquisition and Use	7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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 or its part of speech. 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).
		7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
		7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8

Content	Topic	Code	Common Core State Standard
Reading Literature	Key Ideas and Details	8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	Craft and Structure	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
		8.RL.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
	Integration of Knowledge and Ideas	8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
		8.RL.8	<i>Not applicable to literature.</i>
		8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	Range of Reading and Complexity of Text	8.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
		8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says

Reading Informational Text	Key Ideas and Details		explicitly as well as inferences drawn from the text.
		8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
		8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	Craft and Structure	8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
		8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	Integration of Knowledge and Ideas	8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
		8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
		8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	Range of Reading and Complexity of Text	8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Writing	Text Types and Purposes	8.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or

			<p>opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
		<p><u>8.W.2</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
		<p><u>8.W.3</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts</p>

			<p>from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing	8.W.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.)	
	8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	
	8.W.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
Research to Build and Present Knowledge	8.W.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
	8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
	8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional</p>	

			<p>stories, or religious works such as the Bible including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	Range of Writing	8.W.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 discipline-specific tasks, purposes, and audiences.
Speaking and Listening	Comprehension and Collaboration	8.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
		8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		8.SL.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

	Presentation of Knowledge and Ideas	8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
		8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
Language	Conventions of Standard English	8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
		8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
	Knowledge of Language	8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	Vocabulary Acquisition and Use	8.L.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a

			<p>sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede. recede. secede).</p> <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 or its part of speech.</p> <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>
		<u>8.L.5</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded. willful, firm, persistent, and resolute).</p>
		<u>8.L.6</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Section A
Reading Literature
Grade 6

Reading Standards for Literature		Grade 6
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
<p>1. 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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
Essential Questions	Enduring Understandings	
Why is it important to pay attention to the elements and the details of the story?	Story elements help readers make sense of story.	
Grade Level Standards	Classroom Applications	
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.6.1 Knowledge: Recognize explicit textual evidence Knowledge: Recognize inferences made in text Reasoning: Cite explicitly stated textual evidence Reasoning: Analyze text to infer</p> <p>RL.6.2 Knowledge: Define and understand theme or central ideas Knowledge: Identify details supporting the main idea or theme Reasoning: Analyze supporting details Reasoning: Distinguish between textual facts and personal opinions or judgments Reasoning: Summarize a text based on facts</p> <p>RL.6.3 Knowledge: Recall a series of episodes from a particular story or drama Knowledge: Identify character response or change</p>	

Reasoning: Summarize how a plot unfolds in episodes

Reasoning: Analyze how character(s) respond or change towards resolution

Instructional Guidance

District Approach to Teaching Reading

- Follow a Reader’s Workshop approach. This structure is separated into several components.
 - Mini-lesson: Direct, explicit instruction on a reading skill/strategy
 - Independent Reading Time: Students spend time in their books applying the skill/strategy
 - Conferring: This is a time for the student and teacher to have 1:1 time to focus on specific skills/strategies that are specific to the student’s individual needs
 - Group work/guided reading: This is a time when the teacher may pull groups of students to work on a skill/strategy that is specific to the group’s needs
 - Share: At the end of the lesson, the teacher provides opportunities to share what was learned (closure)

To assist in meeting these standards, teachers may:

- use multiple text to model.
- engage students in *accountable talk*.
- integrate teaching points throughout lessons, units, and across the year. The explicit nature of each teaching point is to help when planning mini-lessons, conferences, or small group lessons.
- tie these standards to the speaking and listening standards outlined in the Common Core “*students must have ample opportunities to take part in rich, structured conversations-as part of whole class, in small groups, and with a partner*”. Provide opportunities to model talk during read alouds, and scaffold talk during *accountable talk* segments.

Accountable talk should be evident throughout weekly plans in each unit. *Accountable talk* often begins during a read aloud time where the teacher models how to think about reading. The teacher talks aloud about critical points in the story that he/she wants students to think more deeply about an idea. Often, the teacher will stop at a significant point in the story and ask students to *turn and talk* about what that idea or part of the story means to him/her.

Students must be taught how to engage in *accountable talk*. As students learn how to do this via

partner talk, we continue to move forward with whole class discussion, teaching students to hold onto one idea throughout the discussion by using discussion prompts such as: *I agree with you, I can add on to that, I disagree with you, One example might be*, etc. This builds a foundation for more meaningful discussions in partnerships and book clubs later on in the year.

To assist in meeting these standards, students may:

- jot textual evidence and use to develop theories over time.
- use graphic organizers such as story mountains, timelines, Venn diagrams, t-charts.
- engage in partner talk/book talk discussion to help grow ideas.
- provide written justification using textual evidence to support ideas.

College and Career Readiness (CCR) Anchor Standards for Reading

Craft and Structure: CCR Anchor Standards 4-6

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and the style of a text

Essential Questions	Enduring Understandings
How does the author’s use of craft impact meaning?	Authors are deliberate in their choice of language and structure and developing point of view.
Grade Level Standards	Classroom Applications
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.6.4 Knowledge: Identify figurative and connotative words and phrases Knowledge: recognize meaning and tone in text Reasoning: Interpret figurative and connotative meanings Reasoning: Analyze the impact of word choice on meaning and tone</p> <p>RL.6.5 Knowledge: Define the various structures of literacy text Knowledge: Recognize theme, plot, or setting Reasoning: Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text Reasoning: Analyze how particular structure contributes to development of theme, plot, or setting</p>

RL.6.6

Knowledge: Explain point of view through a narrator or speaker

Knowledge: Explain how an author develops different points of view

Knowledge: Identify details used to develop point of view

Knowledge: Recognize author's strategies to develop point of view

Instructional Guidance***To assist in meeting these standards, teachers may:***

- model how to interpret word meanings using contextual clues and provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting.
- think aloud through read alouds:
 - figurative and connotative words and phrases
 - meaning and tone in text
 - the impact of word choice on meaning and tone
- read multiple texts with different points of view.

To assist in meeting these standards, students may:

- compare and contrast phrases and provide evidence for author's word choices.
- maintain a log of vocabulary, including figurative language, and how it impacts the story.
- create a chart that analyzes the story from different points of view to help develop perspective.

College and Career Readiness (CCR) Anchor Standards for Reading

Integration of Knowledge and Ideas: CCR Anchor Standards 7-9

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. 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. (N/A to literature)
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Questions	Enduring Understandings
<p>How does experiencing literature through other media enhance or influence our understanding of text?</p> <p>Why is it important to examine multiple texts to understand themes and topics?</p>	<p>We can look at a text from multiple viewpoints and a variety of sources to help us understand the content at a higher level.</p>
Grade Level Standards	Classroom Applications
<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.6.8 (Not applicable to literature)</p> <p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.6.7 Knowledge: Recognize the differences of multiple text formats-text, audio, visual, live performance Reasoning: Evaluate the value of multiple text formats-text, audio, visual, live performance Reasoning: Contrast what is seen/heard in a text when visually/auditory presented to what is experienced when read</p> <p>RL.6.8 N/A</p>

RL.6.9

Reasoning: Analyze how stories of different genre approach a similar theme or topic

Reasoning: Compare and contrast how stories of the same genre approach a similar theme and topic

Instructional Guidance

To assist in meeting these standards, teachers may

- integrate a variety of audio and/or visual materials based upon the text.
- view, analyze, and discuss film clips.
- read aloud selected poems to evaluate multiple avenues to the same subject comparing what they *see and hear* to what they *listen to and watch*.

To assist in meeting these standards, students may:

- read text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer.
- investigate how authors are inspired by themes and compare/contrast how authors use this in their work.

College and Career Readiness (CCR) Anchor Standards for Reading	
Range of Reading and Level of Text Complexity: CCR Anchor Standard 10	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Essential Questions	Enduring Understandings
Why do readers need to read varied and complex text?	We learn by reading more complex and varied text.
Grade Level Standards	Classroom Applications
<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Text Complexity <i>One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers (commoncore.org).</i></p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.6.10 Knowledge: Identify/understand key ideas and details Knowledge: Identify/understand craft and structure Knowledge: Identify/understand integration of knowledge Reasoning: Comprehend key ideas and details Reasoning: Comprehend craft and structure Reasoning: Comprehend integration of knowledge</p>

Instructional Guidance

Common Core Text Complexity Levels

Grade Band	Lexile (L) Range
K–1	N/A [†]
2–3	450–790
4–5	770–980
6–8	955–1155
9–10	1080–1305
11–CCR	1215–1355

Qualitative evaluation of the text

- Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text (Lexiles)

- Readability measures and other scores of text complexity

Matching reader to text and task

- Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Taken from Common Core Appendix A—see Appendix A for more detailed description of text complexity

Measures of Understanding

Students will be assessed for reading level via a standard type of assessment (Lexile, DRA, Fountas and Pinnell etc.).

- Students will maintain a reading log that contains a record of reading. From this, the teacher is able to see if the student's amount of reading correlates with his/her ability. For example, if a student is reading a lower level book compared to his/her ability, then the teacher would expect that the book would be completed quickly. This log provides the teacher and the student with an opportunity to discuss reading habits, volume of reading, and one more lens to ensure reading level is being matched to independent reading.
- District benchmark assessments should provide grade level reading material scaffolded across the year (Fountas and Pinnell and Columbia Teacher's College are good resources to see "typical grade level" benchmarks in fall, winter, and spring to help guide appropriate benchmark tests). There are a variety of digital tools available to assess Lexile levels. Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.
- Using a variety of texts, students will answer questions similar to those provided in the *Common Core Standards for English Language Arts, Appendix B Text Exemplars and Performance Tasks*.

Building and adding on skills grades 6-8:

- Summarize the development of the character and analyze its connection to themes noting how it is conveyed through characters, setting, and plot [RL.8.2]
- Compare and contrast fictional to historical accounts of the same period in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real [RL.7.9]
- Cite explicit textual evidence as well as draw inferences to support analysis of story [RL.6.1]
- Explain how author's choice of words develops the point of view [RL.6.6]
- Analyze how playwrights use particular elements of drama (e.g., setting and dialogue) to create dramatic tension [RL.7.3]
- Compare and contrast the effect poetry has on the reader from a multimedia dramatization of the event presented in an interactive digital map, analyzing the impact of different techniques employed that are unique to each medium [RL.6.7] (example of digital map <http://www.paulreverehouse.org/ride/real.html>)
- Analyze poetry to uncover analogies and allusions
- Analyze the impact of specific word choices by poets, and determine how they contribute to the overall meaning and tone of the poem [RL.8.4]
- Analyze the opening stanza of poetry and how this structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text [RL.6.5]
- Use Accountable Talk rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Resources

General Resources

Common Core Document : Appendix A (text complexity) and Appendix B Text Exemplars
The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
Lucy Calkins Curricular Plan for Reading Workshop Grade 6 (published by Heinemann)
Action Strategies for Deepening Comprehension, Jeffrey Wilhelm
Improving Comprehension with Think Aloud Strategies, Jeffrey Wilhelm
Comprehension Going Forward, Heinemann
Middle School Readers, Nancy Allison
To Understand, Ellin Oliver Keene
Mosaic of Thought, Ellin Oliver Keene
Teaching Reading in the Middle School, Laura Robb
The Fluent Reader, Timothy Rasinski
Shades of Meaning, Donna Santman
More Advanced Lessons in Comprehension, Frank Serafini
Classroom Reading Assessments, Frank Serafini
Comprehension and Collaboration, Harvey and Daniels
Thinking Through, Genre Heather Lattimer
In the Middle, Nancie Atwell
Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
Literature as Exploration, Louise Rosenblatt
<http://www.readwritethink.org/>
<http://readinglady.com/>
<http://www.mamkschools.org/education/components/scrapbook/default.php?sectiondetailid=5956>
<https://www.teachingchannel.org/videos/poetry-workstations>
http://www.heinemann.com/shared/onlineresources/E04210/Jago_Rigor_Chap8.pdf
Slide share—point of view <http://www.slideshare.net/jortiz11729/point-of-view-136040>
Multiple resources on point of view <http://woub.org/etseo/readwritetell/povext.htm>

Sample Units

<http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>
www.commoncore.org/free

State Websites with Common Core Support

<http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/6.pdf>
http://wetserver.net/hcpsv3_staging/cc/common-core.jsp
http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

<http://www.p12.nysed.gov/ciai/ela/elastandards/pubela.html>

Leveling

Lexile Leveling System: <http://www.lexile.com/>

Fountas and Pinnell <http://www.fountasandpinnellleveledbooks.com/>

Scholastic Book Wizard: <http://www.scholastic.com/bookwizard/>

Common Core Appendix A

Reading Ladders, Teri Lesesne

Section B
Reading Informational Text
Grade 6

Reading Standards for Informational Text		Grade 6
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
<ol style="list-style-type: none"> 1. 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 		
Essential Questions	Enduring Understandings	
How is the central idea developed in a text?	Authors of informational text state information explicitly and suggest information from which readers have to make inferences.	
How does citing textual evidence support comprehension of an informational text?	Understanding informational text may require readers to reread and summarize in order to analyze the development of details.	
Grade Level Standards	Classroom Applications	
<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.6.1 Knowledge: Identify textual evidence supporting analysis Knowledge: Recognize textual evidence that supports inferences of text Reasoning: Summarize and cite the evidence that supports explicit analysis and inferences</p> <p>RI.6.2 Knowledge: Define the central idea and particular details Knowledge: Recall central idea devoid of personal opinion or judgment Reasoning: Summarize details supporting the central idea in a non-biased summary</p>	

RI.6.3

Knowledge: Identify key ideas, events and ideas about individuals

Knowledge: Define anecdotes

Reasoning: Analyze how key individuals, events, and ideas are introduced, illustrated and elaborated

Instructional Guidance***To assist in meeting this standard, teachers may:***

- create text-dependent questions
- teach proficient reading strategies:
 - assimilating prior knowledge
 - rereading to clarify information
 - seeking meaning of unknown vocabulary
 - making and revising predictions
 - using critical and divergent thinking and assimilating prior knowledge to draw conclusions
 - making connections and responding to text

To assist in meeting this standard, students may:

- make, test and revise predictions as they read
- make strongly implied inferences about content, concrete ideas and author's decisions in a text
- identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text
- use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read
- make critical or analytical judgments to make generalizations
- create self-motivated interpretations of text that are adapted during and after reading
- draw conclusions about events in a text
- analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis
- determine central/main idea of an informational text
- recognize how ideas are organized in an informational text
- describe or graphically represent the relationship between central/main ideas and details
- explain how the main ideas are supported by key details
- summarize the main ideas in an informational text, capturing the most important parts of the

- piece distinct from personal opinions or judgments
- determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts
- identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts
- identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, individuals
- describe how relationships and interactions between ideas/ concepts, individuals, and events develop informational/technical texts
- use text details to analyze how author’s development choices reveal the message (e.g., how author introduces, illustrates, elaborates information)

Measures of Understanding

- Students will identify what they learned about the authors from the biographies, autobiographies, letters, or interviews, comparing how much of the author’s experience was visible in the author’s text (product) after learning more about him/her? In their explanation (oral or written) students will establish a plan for locating credible and reliable information. (RI.6.1)
- Students *provide an objective summary* of a text. They *analyze* how *the central idea* is *conveyed through supporting ideas* and *developed over the course of the text*. (RI.6.2)
- Students *analyze in detail* how the early years of a person in history (as related by his or her biographer) contributed to him or her later achieving his or her life accomplishment(s), attending to how the author *introduces, illustrates, and elaborates* upon the events in that person’s life. (RI.6.3)
- Teacher’s College Reading and Writing Project Performance Assessment: Grade 6
http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/performance/6th%20Grade%20Performance%20Assessments//Sixth_Grade_Common_Core_Assessment_12-9.pdf (RI.6.1 and RI.6.2)

Resources

The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
 Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>
 Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks, <http://www.corestandards.org/the-standards>
 Common Core Curriculum Maps, <http://commoncore.org>
 Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml
Navigating Fiction in Expository Text: Determining Importance and Synthesizing, by Lucy Calkins and Kathleen Tolan
 Engage New York: Common Core in ELA/Literacy, Shift 4 - Text Based Answers <http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>

“A Guide to Creating Text Dependent Questions for Close Analytic Reading”, <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

Common Core Curriculum Maps, <http://commoncore.org>

The Hunt Institute: “Text Dependent Analysis in Action” (video)

http://www.youtube.com/watch?v=HontaYbL7o&list=PL9F9C431FF82A15B5&index=7&feature=plpp_video

College and Career Readiness (CCR) Anchor Standards for Reading

Craft and Structure: CCR Anchor Standards 4-6

- 4. 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.
- 5. 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.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Essential Questions

- Why do readers need to pay attention to a writer’s choice of words?
- How does understanding a text’s structure help the reader to understand its meaning?
- How does an understanding of different points of view help the reader to comprehend informational text?

Enduring Understandings

- Words powerfully affect meaning.
- Text structures provide predictable frameworks for the reader.
- Informational texts contain purposeful language, search tools, and various text features to help readers locate key facts or information. Different parts of the text can be used to help understanding.
- An author’s focus/viewpoint may differ from that of the reader.

Grade Level Standards

- RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Classroom Applications

- Learning Targets:**
The Standards are deconstructed into concise statements about what the students *need to know* and *be able to do*. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into *Knowledge*, *Reasoning* and *Product* and *Demonstration* categories.
- The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
- RI.6.4**
Knowledge: Identify figurative, connotative, and technical words and phrases
Reasoning: Determine the meaning of figurative, connotative, and technical words and phrases

RI.6.5

Knowledge: Recognize text structure through chronology, comparison, cause/effect and problem /solution

Reasoning: Analyze how particular sentences, paragraphs, chapters or sections fit textual structure

Reasoning: Analyze how particular sentences, paragraphs, chapters or sections contribute to idea development

RI.6.6

Knowledge: Identify details or examples developing the point of view or purpose

Knowledge: Explain how the author conveys his/her point of view

Instructional Guidance***To assist in meeting this standard, teachers may:***

- model close reading of a text, introducing new vocabulary, examining specific word meaning for the passage.
- model THIEVES (Title, Headings/subheadings, Introduction, Every first sentence in a paragraph, Visual and vocabulary, End of chapter questions, Summary) strategy for previewing text, a strategy using text features
- create “cloze” outlines, leaving out key words in text features to infer key facts.

To assist in meeting this standard, students may:

- read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
- use context clues to help unlock the meaning of unknown words/phrases
- determine the appropriate definition of words that have more than one meaning
- differentiate between literal and non-literal meaning
- identify and interpret figurative language
- explain how figurative language enhances and extends meaning
- explain the impact of specific language choices by the author
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- identify text features

- identify text structures
- identify text’s purpose and central idea
- describe the connections between text features and the text’s purpose and theme
- make connections between author’s choice of text structure and the text’s purpose and central idea
- explain how structure and/or features enhance text’s purpose and central idea
- describe the relationship between text organization and development of ideas
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas
- describe the author’s overall purpose for writing a text
- identify the intended audience
- describe how the author addresses the needs of the audience
- identify the author’s viewpoint in a text
- describe how the author’s choices reflect his/her attitude, viewpoint, focus, or bias
- describe how the author’s choices shape the content
- explain how the purpose or point of view is conveyed in a text

Measures of Understanding

- Students *determine* the *figurative and connotative meanings* of academic and domain specific *words* and phrases. *Students will analyze how specific word choices* and diction impact the *meaning and tone* of an author’s writing and the characterization of the individuals and places the author describes. (RI.6.4)
- Students identify the overall structure of ideas, concepts, and information in a informational text and compare and contrast that scheme to the one employed by another text. (RI.6.5)
- Students *determine* the *point of view* of an author and *analyze how* the author *distinguishes* his position *from* an alternative approach articulated by a different author. (RI.6.6)

Resources

Engage New York: Common Core in ELA/Literacy, Shift 6 Academic Vocabulary <http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/>

The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>

Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks Common Core Curriculum Maps, <http://www.corestandards.org/the-standards>

Common Core Curriculum Maps, <http://commoncore.org>

Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

VisuWord, an online graphical dictionary <http://www.visuwords.com>

Spelling inventories and word lists: Teacher's College Reading and Writing Project

http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/spelling/spelling_upper_directions.pdf

Spelling City website, <http://www.spellingcity.com>

Bringing Words to Life by Isabel Beck, Margaret G. McKeown, and Linda Kucan

Close Reading: Engage New York, Middle School ELA Curriculum Video: Close Reading of a Text: MLK "A Letter from Birmingham Jail"

<http://engageny.org/resource/close-reading-of-text-mlk-letter-from-birmingham-jail/>

Read Write Think: "Using THIEVES to Preview Text" <http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html>

College and Career Readiness (CCR) Anchor Standards for Reading

Integration of Knowledge and Ideas: CCR Anchor Standards 7-9

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. 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.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Questions

Enduring Understandings

- How do multi-media resources help me to understand informational text?
- How does an author support argument?
- How does a reader integrate information from two articles about the same subject?

- Readers construct meaning by synthesizing details and illustrations included in an informational text with multi-media resources.
- The structure of reasoning and evidence is the foundation for argument and persuasion.
- Multiple organizational structures support the integration of information.

Grade Level Standards

Classroom Applications

- RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- Learning Targets:**
- The Standards are deconstructed into concise statements about what the students *need to know* and *be able to do*. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into *Knowledge*, *Reasoning* and *Product* and *Demonstration* categories.
 - The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
 - RI.6.7**
Knowledge: Access information from different media, formats, or text
Reasoning: Integrate information from various media, formats, or text
Reasoning: Demonstrate understanding using information from various media/formats
 - RI.6.8**
Knowledge: Recall arguments and claims of a text
Knowledge: Identify reasons and evidence

Reasoning: Summarize the argument and specific claims
Reasoning: Evaluate the argument and claims for support

RI.6.9

Knowledge: Identify events common in two or more texts

Reasoning: Compare/contrast the events depicted by different authors

Instructional Guidance

To assist in meeting this standard, teachers may:

- model how to anticipate an author’s stance and appropriate questioning of that stance.
- deepen students engagement with conflicting sources
- create “Flip Video” lessons integrating text and media <http://ed.ted.com>

To assist in meeting this standard, students may:

- distinguish between relevant vs. interesting or irrelevant information
- distinguish between reliable vs. unreliable resources
- integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- identify the most important information and events from texts used for a given purpose
- use a method for managing and organizing selected information
- integrate information from texts on the same topic by different authors
- compare and contrast one author's presentation of events with that of another

Measures of Understanding

- Students *integrate the quantitative or technical information expressed in a text with the information conveyed by the diagrams and models the author provides*, developing a deeper understanding of the content. (RI.6.7)
- Students *trace the line of argument in a first person speech and evaluate the author’s specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not*. (RI.6.8)
- Students construct a holistic picture of the history of a place by *comparing and contrasting the information gained from text and/or multimedia sources* available. (<http://ed.ted.com>). (RI.6.9)

Resources

The Common Core Institute Common Core State Standards Deconstructed <http://commoncoreinstitute.org/index.aspx>
Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>
Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks Common Core Curriculum Maps, <http://www.corestandards.org/the-standards>
Common Core Curriculum Maps, <http://commoncore.org>
Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml
Journey North: Bald Eagles http://www.learner.org/jnorth/tm/eagle/NestAbout_RW.html

College and Career Readiness (CCR) Anchor Standards for Reading	
Range of Reading and Level of Text Complexity: CCR Anchor Standard 10	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Essential Questions	Enduring Understandings
<p>Why does a reader need to read more challenging informational texts?</p> <p>How do readers develop independence and proficiency?</p>	<p>Growth in reading comprehension comes from reading increasingly more challenging text.</p> <p>Independent and proficient readers consistently monitor their understanding of the text.</p>
Grade Level Standards	Classroom Applications
<p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.6.10 Knowledge: Identify key ideas, details craft, structure and integration of knowledge Reasoning: Comprehend key ideas, details, craft structure, and integration of knowledge</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • model expectations for independent reading of complex informational texts. • design text-dependent questions and require text-based answers <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • practice reading strategies for proficient readers • students will summarize the main idea of a grade level complex text by organizing some notes in an outline form. They will state a main idea, and show how that idea is supported

- by key ideas and details.
- read a variety of nonfiction text including books, articles, both paper and digital independently and with guided assistance.
- demonstrate understanding of assigned information texts of steadily increasing complexity.
- use self-selected informational texts to explore personal interests and learn about themselves as readers.
- set personal goals and conference regularly with adults to improve reading.

Measures of Understanding

- Student self-monitors using proficient reading strategies.
- Teacher administers running record using nonfiction text.
- Reading log and reading journal using nonfiction text.

Resources

Engage New York: Common Core in ELA/Literacy, Shift 3 - Text Complexity “Staircase of Complexity” <http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity/>

Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>

Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks <http://www.corestandards.org/the-standards>

Teacher’s College, Reading and Writing Project, Assessments: <http://readingandwritingproject.com/resources/assessments/reading-assessments.html>

Teacher’s College Reading and Writing Project Performance Assessment: Grade 6

http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/performance/6th%20Grade%20Performance%20Assessments//Sixth_Grade_Common_Core_Assessment_12-9.pdf

The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Section C
Writing Standards
Grade 6

Writing Standards		Grade 6
<p>Text Type and Purposes: CCR Anchor Standards 1-3</p> <ol style="list-style-type: none"> 1. Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 		
Essential Questions	Enduring Understandings	
Why write?	We write to convince, inform, or entertain an audience or ourselves; many times writers use a blend of text types to accomplish their purpose.	
How do writers communicate purposefully and clearly for various audiences and reasons?	Writing is a vehicle for expressing thinking, solving problems, exploring issues, constructing questions and addressing inquiry.	
Grade Level Standards	Classroom Applications	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.6.1</p> <p>Knowledge: Select credible sources Knowledge: Recognize words, phrases, and clauses showing relationships among claims Knowledge: Recognize claims, relevance, and evidence Knowledge: Identify and define formal style Knowledge: Explain the argument presented Reasoning: Organize reasons and evidence with support Reasoning: Evaluate credibility of sources used Reasoning: Evaluate relevance of the evidence Reasoning: Demonstrate topical understanding Reasoning: Clarify relationships among claims and reasons Reasoning: Establish and maintain a formal style</p>	

<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and</p>	<p>Reasoning: Plan a concluding statement following the argument Product: Write an argument including an introduction and concluding statement Product: Write an argument including organization of reasons and evidence with credible sources Product: Write an argument including words, phrases, and clauses that clarify relationships Product: Write an argument that establishes and maintains a formal style</p> <p>W.6.2 Knowledge: Identify formal styles of writing Knowledge: Identify relevant facts, definitions, concrete details, quotations and examples Knowledge: Identify transitions that clarify idea and concept relationships Knowledge: Identify precise language and domain-specific vocabulary Reasoning: Determine when to include formatting, graphics, and multimedia to aid comprehension Reasoning: Select transitions that clarify relationships Reasoning: Determine how to organize ideas, concepts, and information Reasoning: Select precise language and domain-specific vocabulary to inform or explain Reasoning: Establish and maintain a formal style Reasoning: Determine a supportive concluding statement Product: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style and providing a concluding statement or section Product: Write with text selection, organization and analysis in mind Product: Introduce, organize and develop a topic with relevant facts, definitions, concrete details, quotations, examples, and other information Product: Use formatting, graphics, and multimedia to aid comprehension Product: Use transitions to clarify the relationships between ideas and concepts Product: Use precise language and domain-specific vocabulary to inform or explain</p> <p>W.6.3 Knowledge: Recognize the characteristics of a narrative Knowledge: Recognize ways authors engage readers Knowledge: Recognize how writers use transitional words to signal change Reasoning: Analyze narrative techniques of dialogue, pacing, and description Reasoning: Compare/contrast relevant and irrelevant details in developing experiences, events, and character</p>
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<p>well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>Reasoning: Analyze effective organizational patterns and conclusions</p> <p>Demonstration: Use techniques to engage the reader and establish context</p> <p>Demonstration: Use precise words, details, and language to develop experiences and events</p> <p>Product: Write a narrative that engages and establishes a context and provides a conclusion</p> <p>Product: Write a narrative that uses dialogue and description to develop experiences, events, and characters</p> <p>Product: Write a narrative that uses transitions to convey sequence and signal shifts</p> <p>Product: Write a narrative that uses precise, descriptive sensory language</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers. Strategies include: <ul style="list-style-type: none"> Teachers explicitly model using their own writing and/or mentor texts Small group strategy instruction Individual teacher/student conferences Peer revision/conferring Opportunities for sharing <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting these standards, teachers may:</i></p> <ul style="list-style-type: none"> reference <i>Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards’ Three Text Types</i> in order to build their own and students’ familiarity with each text type. read examples of texts which exemplify the genre of writing, craft and structure to be studied
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- within a unit of study. Provide mentor texts and authors for students.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
 - model for students using their own thinking, experiences and writing.
 - introduce students to a Writer’s Notebook. Foster the importance of the notebook for collecting ideas from their lives, try out strategies and craft in their notebooks, draft or revise pieces of their writing.
 - help students develop a repertoire of skills for rehearsing and revising writing.
 - demonstrate each step in the process of writing and confer with students as they go through the process.
 - guide students in examining the rubrics which accompany genre specific writing and the NJHSR and assist them in setting goals for themselves to improve as writers.
 - identify areas of strength and needs for students to target through conferences and strategy groups.
 - facilitate opportunities for students to explore, develop and convey their ideas through writing in both narrative and expository structures.

In meeting these standards, students may:

- follow the steps in the cyclical process of writing: generate, nurture, draft, revise & edit, publish.
- study exemplary craft and writing structures of mentor authors.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*.
- use memories and experiences from their lives to write in both narrative and expository structures.
- develop and support opinions on an idea from the world around them or based upon a text or story read.
- become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.
- explore and experiment with effective strategies or techniques for elaboration, crafting leads and endings, transitioning, use of dialogue, emotions etc.
- craft personal narratives, realistic fiction stories, opinion/persuasive essays and/or letters in over both short and extended periods of time.
- write on-demand in response to given prompts.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 6, Argument pg. 36 “Dear Mr. Sandler”
- Student Sample: Grade 6, Argument pg. 36 “A Pet Story About My Cat...Gus”

Resources

District Unit Plans:

Tasks:

- Narrative Writing: Write a prequel to a favorite book, staying true to original characters and using an attention-getting scene.
- Edit for pronouns, punctuation, and spelling. (*Common Core Curriculum Maps for ELA; Grade 6, Unit 1*)
- Argument/Opinion Writing
- Speculative Prompt writing
- Persuasive writing
- Explanatory Prompt Writing
- Short opportunities for research
- *Writing about Reading* opportunities
- Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists

Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others’ writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score). NJASK Scored Student Samples can be used with these exercises.

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards’ Three Text Types*

Appendix C: *Samples of Student Writing*

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.
Units of Study for Writing Workshop; Calkins
6th Grade Writing Workshop Binder; FTS
Craft Lessons by Ralph Fletcher and JoAnn Portalupi
The Power of Grammar by Mary Ehrenworth and Vicki Vinton
Making Revision Matter by Janet Angelillo
What a Writer Needs by Ralph Fletcher
The Conferring Handbook by Lucy Calkins
“A Curricular Plan for the Writing Workshop, Grade 6”, 2011-2012 by Lucy Calkins
The No-Nonsense Guide to Teaching Writing; Judy Davis and Sharon Hill
Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell
Better Answers by Ardith Davis Cole
Writing to the Prompt by Janet Angellilo

Rubric Resources:

<http://www.rubrician.com/writing.htm>
<http://ethemes.missouri.edu/themes/1747>
<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)
[https://www.measinc.com/nj/Downloads/NJASK/Criterion Based Holistic Scoring A Writing Handbook Grade 6.pdf](https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf)
[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Production and Distribution of Writing: CCR Anchor Standards 4-6	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
Essential Questions	Enduring Understandings
<p>Why do we use the writing process?</p> <p>How can technology influence or support our work as writers?</p>	<p>Writing is a process that uses skills, strategies, and practices for planning, revising and editing a variety of texts.</p> <p>Technology provides tools and vehicles which promote efficient, polished processes and products.</p>
Grade Level Standards	Classroom Applications
<p>W.6.4 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.)</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.6.4</p> <p>Reasoning: Analyze the reason for writing to decide on task, purpose, or audience</p> <p>Reasoning: Determine suitable idea development, organization and style strategies</p> <p>Product: Produce clear and coherent writing with idea development, organization, and style</p> <p>W.6.5</p> <p>Knowledge: Recognize how to plan, revise, edit, rewrite, and try a new approach</p> <p>Knowledge: Know how to edit for conventions</p> <p>Reasoning: Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach</p> <p>W.6.6</p> <p>Knowledge: Know how to download, save, upload, attach documents</p> <p>Knowledge: Select tools for communicating and collaborating</p>

Reasoning: Evaluate technology tools for collaborating, producing and publishing writing
Demonstration: Use technology to collaborate, produce, and publish writing
Demonstration: Use keyboarding skills to type at least three pages in a single sitting

District Approach to Teaching Writing

Follow a Writer's Workshop instructional approach.

- Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the *connection, teach, active engagement* and *link*. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.
- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- model strategies and techniques or revision.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- develop checklists for revision and editing for students to use independently and with a partner.
- support students' individual writing strengths through small groups and conferences.
- confer with students.

- assess students’ keyboarding skills and afford time for practice.
- provide tools and opportunities for students to “fancy” their writing in Word, Publisher or Power Point. Use PhotoStory, Timeliner, Inspirations or a Glog as options for students to share their ideas and writing. Model use of such programs.

To meet this standard, students may:

- employ strategies learned for revision or editing.
- refer to and study a mentor author or text to enhance their own writing.
- utilize a checklist independently and/or with a partner to reflect upon writing and make revisions and edit.
- practice keyboarding skills. Use Microsoft Word, Publisher, Power Point to publish or “fancy” up their writing.
- use PhotoStory, Timeliner, Inspirations, Glog to share their ideas, writing.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*
- set goals and work to achieve them.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 6, Argument pg. 36 “Dear Mr. Sandler”
- Student Sample: Grade 6, Argument pg. 36 “A Pet Story About My Cat...Gus”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive writing
- Explanatory Prompt Writing
- Short opportunities for research
- *Writing about Reading* opportunities
- Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists

Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others' writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score). NJASK Scored Student Samples can be used with these exercises.

Professional Books:

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6th Grade Writing Workshop Binder

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Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

"A Curricular Plan for the Writing Workshop, Grade 6", 2011-2012 by Lucy Calkins

The No Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill

Better Answers by Ardith Davis Cole

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Writing to the Prompt by Janet Angellilo

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 6, Argument pg. 36 "Dear Mr. Sandler"
- Student Sample: Grade 6, Argument pg. 36 "A Pet Story About My Cat...Gus"

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Research to Build and Present Knowledge: CCR Anchor Standards 7-9

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions	Enduring Understandings
<p>Why is credible and relevant evidence important to research and analysis?</p> <p>How are print and digital sources useful in gathering and sharing findings?</p>	<p>New information may influence a person’s idea, result in change of opinion or stance, enhance or inform one’s understanding.</p> <p>People rely on a variety of credible and reliable resources to obtain information.</p>
Grade Level Standards	Classroom Applications
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.6.7</p> <p>Knowledge: Select appropriate research and inquiry methods</p> <p>Knowledge: Select multiple resources to conduct short research projects</p> <p>Reasoning: Evaluate sources to answer a research question</p> <p>Reasoning: Narrow/refocus the inquiry by selecting information from multiple sources</p> <p>Demonstration: Conduct a short research project to answer a question</p> <p>W.6.8</p> <p>Knowledge: Recognize a credible source</p> <p>Knowledge: Recognize plagiarism</p> <p>Reasoning: Summarize information from print and digital sources</p> <p>Reasoning: Assess the credibility of each source</p>

<p>approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>Demonstration: Paraphrase and credit sources to avoid plagiarism Demonstration: Provide basic bibliographic information</p> <p>W.6.9</p> <p>Knowledge: Identify key ideas and details to support conclusions Knowledge: Cite textual evidence to analyze explicit text Reasoning: Draw evidence as support for research Reasoning: Analyze key ideas and details as evidence of understanding text Reasoning: Reflect on key ideas and details as evidence of understanding text</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> • Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection, teach, active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers. • Strategies include: <ul style="list-style-type: none"> o Teachers explicitly model using their own writing and/or mentor texts o Small group strategy instruction o Individual teacher/student conferences o Peer revision/conferring o Opportunities for sharing <p><u>Instructional Guidance</u></p> <p>As per the Common Core Standards: <i>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and</i></p>
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report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- encourage students to be information writers, historians, researchers.
- study various forms of informative writing: informational picture books, reports, articles etc.
- immerse students in non-fiction or informational reading.
- provide time to explore the characteristics or features of non-fiction texts.
- explain and explore the many ways in which students can find information and convey their findings and ideas.
- distinguish between primary and secondary sources; differentiate between the use of relevant and irrelevant information.
- select a topic for the class to investigate based upon curriculum or student interest.
- guide students in identifying questions they have about a topic. Work with students to identify and address the needs of an audience.
- model strategies for note-taking, summarizing, paraphrasing.
- help students focus their research through narrowing a topic, asking questions.
- instruct students with tips for avoiding plagiarism. Show examples and non-examples. Show students how to cite a source.
- create a model of expected outcome. Give students choice on how to share their findings.
- provide tools and opportunities for students to produce and share their writing using programs or software inclusive of Microsoft Word, Publisher or Power Point. Use PhotoStory, Timeliner, Kidspirations or a Glog as options for students to share their ideas and writing. Model use of such programs.

Applying Reading Standards to Writing:

- model, using think aloud and their own writing, ways in which readers respond to literature and

informational text.

- link response to literature and informational text tasks to reading curriculum and content-area reading.
- teach students strategies for examining and analyzing texts and ways in which they can construct a written response.
- foster an understanding of the elements or components of effective written response to literature or informational text, including the importance of drawing upon evidence to support analysis, reflection and research.

To meet this standard, students may:

- select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment.
- analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples.
- differentiating between relevant and irrelevant information.
- addressing the needs of the audience.
- generating new ideas and/or perspectives.
- avoiding plagiarism.
- selecting an organizational pattern appropriate for the topic and purpose.
- select an appropriate writing form.
- use technology tools to produce and share their report, findings.
- use PhotoStory, Timeliner, Kidspirations, Glog and other tools to communicate their ideas, writing.

Applying Reading Standards to Writing:

- construct meaning, reflect on reading, and write written responses to communicate thinking about literature and informational text.
- analyze texts through the lens of comprehension skills and strategies and develop thoughtful written responses.
- through writing demonstrate an understanding of text, provide evidence which supports the reflection, thinking, research and analysis.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Prompt specific writing scored with NJHSR
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR and the Scoring Rubric for Open-ended Questions
- District reading and writing benchmarks
- Students' responses to literature
- NJASK released samples for both prompt writing and open-ended questions

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

Examples of responses and forms of writing from published resources.

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks

Grades 6-8

- *Text Exemplars*, pg. 77
- *Sample Performance Tasks for Stories and Poetry, Informational Texts* pg. 89
 - Teachers may utilize questions or prompts such as these for their work with students on writing about reading.
 - Students explain how Sandra Cisneros's choice of words develops the point of view of the young speaker in her story, "Eleven". [RL.6.6]
 - Students compare and contrast the effect Henry Wadsworth Longfellow's poem "Paul Revere's Ride" has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map (<http://www.parulreverhouse.org/ride/>), analyzing the impact of different techniques employed that are unique to each medium. [RL.6.7]
- *Sample Performance Tasks for Informational Texts* pg. 92
 - Teachers may utilize questions or prompts such as these for their work with students on writing about reading.
 - Students trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence and which are not. [RI.6.8]
 - Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her

later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. [RI.6.3]

- *Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects* pg. 100
 - Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6-8.1]

Resources

District Unit Plans:

- Tasks:
- Open-ended questions/responses to literature and text
 - Short opportunities for students to research a question or provide evidence to support thinking; within and separate from longer writing pieces

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.
Units of Study for Writing Workshop; Calkins
6th Grade Writing Workshop Binder
Craft Lessons by Ralph Fletcher and JoAnn Portalupi
The Power of Grammar by Mary Ehrenworth and Vicki Vinton
Making Revision Matter by Janet Angelillo
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The No Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill
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Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell
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Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*
Appendix B: *Text Exemplars and Sample Performance Tasks*
Appendix C: Writing; *Samples of Student Writing*

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Range of Writing: CCR Anchor Standard 10

10. Writing 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.

Essential Questions	Enduring Understandings
Why, how and when do authors write?	Writers write for different purposes and audiences.
Grade Level Standards	Classroom Applications
<p>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.6.10</p> <p>Knowledge: Identify task, purpose, and audience for various types of writing</p> <p>Knowledge: Identify and understand the various organizational structures</p> <p>Reasoning: Determine when to write for short or extended time frames</p> <p>Reasoning: Determine appropriate organizational structure for various writing</p> <p>Demonstration: Write for various tasks, purposes, and audiences for short or extended time frames</p> <p>Demonstration: Write for a range of discipline-specific tasks, purposes, and audiences</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none">• Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share

helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.

- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- create structures within all parts of the instructional day and curriculum in which students are writing.
- make routine the writing process.
- foster students' writing stamina, craft and mechanics.
- aid students in becoming familiar with timed writing experiences and skills necessary for success with writing over both short and longer periods of time, with and without feedback.
- provide opportunities for students to communicate their thinking through discipline-specific tasks and for various purposes and audiences.
- model for students the ways in which writers alter their writing when addressing varied audiences and for different purposes. Make connections to the real-world such as: writing a business letter vs. friendly letter, emails, communicating through a presentation, informational writing, narrative writing, opinion writing, report writing etc.
- allow students to explore types of genres or forms of writing they prefer and provide opportunities for them to enrich their craft.

To meet this standard, students may:

- communicate thinking through written response to discipline-specific and content area reading tasks.

- build stamina for writing. Foster an appreciation for writing.
- actively engage as an author in the writing process.
- become familiar for the many purposes for which author’s write.
- develop strategies for effectively writing in on-demand, timed prompt situations.
- explore types of genres and forms of writing used for various purposes.
- provide feedback to peers on their writing.

Measures of Understanding

- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Examples of responses and forms of writing from published resources.

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks
Grades 6-8

- *Text Exemplars*, pg. 77
- *Sample Performance Tasks for Stories and Poetry, Informational Texts* pg. 89
- *Sample Performance Tasks for Informational Texts* pg. 92
- *Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects* pg. 100

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 6, Argument pg. 36 “Dear Mr. Sandler”
- Student Sample: Grade 6, Argument pg. 36 “A Pet Story About My Cat...Gus”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive/Opinion writing
- Explanatory Prompt Writing
- Short opportunities for research

- Open-ended questions/responses to literature and text
- Short opportunities for students to research a question or provide evidence to support thinking
- Discipline-specific writing tasks

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*

Appendix B: *Text Exemplars and Sample Performance Tasks*

Appendix C: Writing; *Samples of Student Writing*

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

6th Grade Writing Workshop Binder; FTS

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

“A Curricular Plan for the Writing Workshop, Grade 6”, 2011-2012 by Lucy Calkins

The No-Nonsense Guide to Teaching Writing; Judy Davis and Sharon Hill

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Better Answers by Ardith Davis Cole

Writing to the Prompt by Janet Angelillo

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Section D
Speaking and Listening
Grade 6

Speaking and Listening Standards	Grade 6
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Comprehension and Collaboration

Anchor Standards 1 -3

1. Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.

Essential Questions	Enduring Understandings
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How can purposeful, collaborative discussion enhance/deepen knowledge within a range of contexts?

How do we contribute to effective collaborative discussions?

Collaborative discussions require a level of responsibility.

Multiple perspectives gained from interacting with a variety of media and formats add depth to our understanding and quality to our discussions.

Discussion and conversation are necessary elements for learning to occur.

Grade Level Standards	Classroom Applications
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SL6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

Learning Targets:

The Standards are deconstructed into concise statements about what the students *need to know* and *be able to do*. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into *Knowledge*, *Reasoning* and *Product* and *Demonstration* categories.

The Common Core Institute, Common Core State Standards Deconstructed,
<http://commoncoreinstitute.org/index.aspx>

SL.6.1:

- Knowledge: Identify key ideas from reading material
- Knowledge: Identify components of a collegial discussion and planning
- Knowledge: Recognize multiple perspectives and opposing viewpoints
- Reasoning: Reflect on discussion topics using evidence
- Reasoning: Define individual roles for particular discussions
- Reasoning: Collaborate to set goals and deadlines
- Reasoning: Justify ideas and responses shared with evidence

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and

<p>reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.</p> <p>SL6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and</p>	<p>Reasoning: Formulate comments, questions, and responses based on evidence Reasoning: Paraphrase and reflect on multiple perspectives posed in discussions Demonstration: Engage in a variety of discussions by listening and sharing acquired and prior knowledge Demonstration: Follow agreed-upon rules during discussion Demonstration: Carry out assigned roles during discussion Demonstration: Pose and respond to specific questions to clarify understanding Demonstration: Connect comments to others’ remarks Demonstration: Express ideas clearly</p> <p>SL.6.2: Knowledge: Identify details and information that contribute to the topic, text, and issues studied Reasoning: Visually, quantitatively, and orally interpret information presented in various media and formats Reasoning: Explain how information contributes to a topic, text, or to an issue</p> <p>SL.6.3: Knowledge: Define and identify arguments, claims, reasons, and evidence Reasoning: Distinguish between supported and unsupported claims Reasoning: Delineate a speaker’s argument and specific claims</p> <p><u>Instructional Guidance:</u></p> <p><i>To assist in meeting this standard, teachers may:</i> Provide a range of collaborative discussions that include summarizing of main ideas and supporting details on topics studied by sixth graders:</p> <ul style="list-style-type: none"> • Writing workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates. • <i>Think-Pair-Share</i> or <i>Turn and Talk</i> structures provide one-on-one opportunities for discussions with classmates. • <i>Numbered Heads Together</i> and <i>Jigsaw</i> structures provide group discussion opportunities. • <i>Interactive Lectures</i> provide teacher led opportunities. <p>Provide a range of collaborative discussions that include delineating a speaker’s argument and specific claims from topics presented:</p> <ul style="list-style-type: none"> • Reading workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates.
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evidence from claims that are not.

- *Say Something* provides opportunities for students to have controlled one-on-one discussion with a classmate during reading.
- *Guided Reading*, *Literature Circles*, and *Book Clubs* provide group opportunities for discussions.
- *Interactive Lectures* and *Shared Inquiry* provide teacher led opportunities.
- Support students' preparation for effective discussion:
 - Provide note-taking tools such as graphic organizers and bookmarks
 - Establish and post procedures for discussion
 - Model a range of question asking and answering techniques and scaffolding students' use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion
 - Engage every student in explanation responses in teacher-led discussion ("What makes you think so?"); monitoring and prompting explanation in group and one-on-one discussion
 - Promote student use of classmates' names in linking comments, questions, and answers to those posed by classmates
- Prompt students for use of reasons and evidence.
- Ask questions that elicit additional reasons or evidence from the speaker to support his/her claim.
- Use a *fishbowl* method to model quality feedback
- Engage students in discussions that require them to interpret visual information and explain how the information contributes to the meaning of the topic, text or issue.

Establish and post procedures for discussion:

- modeling a range of question asking and answering techniques and scaffolding students' use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion.
- engaging every student in explanation responses in teacher-led discussion ("What makes you think so?"); monitoring and prompting explanation in group and one-on-one discussion.
- promoting student use of classmates' names in linking comments, questions, and answers to those posed by classmates.
- prompting students for reasons and evidence.

To assist in meeting these standards, students may:

- participate in one-to-one discussions with their teachers and classmates.
- ask and answer questions providing evidence to support their point of view.
- engage in small group and class discussions, building on the responses of others in the discussion.
- participate in cooperative group activities and take an active role in discussion about their reading; sharing

- evidence to support their ideas.
- participate in discussions where students debate issues from different perspectives
- in a debate format, present counterpoints and/or additional support for the speaker’s argument.
- in a writing workshop, provide feedback to partners about the quantity and quality of evidence and reasons in essays.
- while reading and /or reviewing information from diverse media, explain how it contributes to, or supports the topic under study.
- use rubrics for evaluating presentations to provide feedback to speakers, identifying when a speaker supported his claim with evidence and when he/she does not have sufficient evidence.

Measures of Understanding

Using the sample performance tasks described in the Common Core Standards for English Language Arts, Appendix B, teachers may engage students in small and large group discussions, and observe how:

- Students *summarize the development* of the characters in text and analyze the connection to the theme by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2]
- Students *compare and contrast* an author’s *fictional portrayal* of an event or topic to *historical accounts of the same period* in order to glean a deeper *understanding of how authors use or alter historical sources* to create a sense of *time and place* as well as make *fictional characters* lifelike and real. [RL.7.9]
- Students *cite explicit textual evidence* as well as draw *inferences* about characters *to support* their *analysis* of the theme. [RL.6.1]
- Students *explain how* Sandra Cisneros’s choice of words *develops the point of view of the young speaker* in her story “Eleven.” [RL.6.6]
- Students *analyze* how the playwright uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play. [RL.7.3]
- Students *compare and contrast* the effect a *poem* has on them to the effect they experience from a *multimedia* dramatization of the event presented; *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [RL.6.7]
- Students *determine* the *point of view* of the author and *analyze how* he *distinguishes* his position *from* an alternative approach by another author. [RI.7.6]
- Use Accountable talk rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Resources

Common Core Standards Appendices <http://www.corestandards.org/the-standards>
Comprehension Through Conversation The Power of Purposeful Talk in the Reading Workshop by Maria Nichols
 Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>
 Smarter Balanced <http://www.smarterbalanced.org>
 Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>
 Sample units <http://www.njased.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

Talk Moves video <http://www.teachingchannel.org/videos/talk-moves?fd=1>
Video files of speeches <http://interactivelanguagearts.com/2011/05/09/free-audio-and-video-files-of-famous-speeches-at-american-rhetoric-com/>
Keene, E (2012). *Talk About Understanding Rethinking Classroom Talk to Enhance Comprehension*. Heinemann
Daniels, Harvey & Steineke, Nancy (2011) *Texts and Lessons for Content Area Reading*. Heinemann
Common Core Curriculum Maps English Language Arts Grades 6-8. Jossey-Bass (Wiley) 2012
Keene, E. & Zimmerman, S. (1997). *Mosaic of Thought: The Power of Comprehension Instruction* (2nd edition). Heinemann.
Laminack, L. & Wadsworth, R. (2006). *Reading Aloud Across the Curriculum*. Portsmouth, NH: Heinemann.
Wilhelm, J. (2001). *Improving Comprehension With Think-Aloud Strategies*. New York, NY: Scholastic
Routman, Reggie (1999) *Conversations Strategies for Teaching, Learning and Evaluating* Heinemann

Presentation of Knowledge and Ideas

Anchor Standards 4-6

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions	Enduring Understandings
<p>What are the key components of a quality presentation and how do they impact the effectiveness of the presentation?</p> <p>How do we use the context of a task, speech, or presentation to determine the appropriate level of language formality?</p>	<p>Making a presentation requires us to prepare more carefully and speak more formally than we do in a discussion. Discussion is everyday life; presentation is performance.</p> <p>The speaker's choice of words and style set a tone, define the message and engage the audience.</p>
Grade Level Standards	Classroom Applications
<p>SL6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>SL.6.4:</p> <p>Knowledge: Identify findings claims, descriptions, facts, and details</p> <p>Knowledge: Recognize appropriate eye contact, volume, and pronunciation</p>

<p>SL6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate to task and situation. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Reasoning: Determine logical sequence and pertinent descriptions Reasoning: Determine facts and details that accentuate ideas or themes Demonstration: Orally present claims and findings sequencing ideas logically Demonstration: Orally present claims and findings using pertinent descriptions, facts, and details Demonstration: Use appropriate eye contact, volume, and clear pronunciation</p> <p>SL.6.5: Reasoning: Clarify information Reasoning: Determine what multimedia components best clarify information in presentation Reasoning: Determine what visual displays will best clarify information in presentations Demonstration: Include multimedia components in a presentation to clarify Demonstration: Incorporate visual displays in a presentation to clarify information</p> <p>SL.6.6: Knowledge: Identify formal and informal settings Knowledge: Describe the qualities of formal and informal speech Reasoning: Distinguish between formal and informal speech Reasoning: Evaluate if formal or informal speech is appropriate in the context of a given situation Demonstration: Adapt speech to a given context or task Demonstration: Demonstrate correct use of formal English when appropriate</p> <p><u>Instructional Guidance:</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • teach students what it means to speak clearly at an understandable pace and appropriate volume and to use eye contact and clear pronunciation while including appropriate facts and relevant, descriptive details. • model clear speech that features understandable pacing and appropriate volume, eye contact and pronunciation, and includes appropriate facts and relevant, descriptive details • create tasks and situations that build student confidence in speaking authoritatively using formal English by providing frequent opportunities for students to make brief formal presentations (that include multimedia components and visual displays when appropriate) of their reading, their learning, and their experiences • provide opportunities for repeated oral readings of short (no longer than 500 words) stories and poems to develop students’ oral reading fluency (accuracy, appropriate rate, and expression on successive readings) • provide performance opportunities, including audio and video recording, of students’ oral reading of stories and poems
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- model the use of formal English and ask students to use standard English when appropriate to the task and situation
- teach students that the formal speech of a presentation follows many of the conventions of written English (i.e., sounds more like writing than like talking)
- design rubrics for formal presentations that measure both the process and the content of the product, and providing them to students early in their preparation of their presentations

To assist in meeting this standard, students may:

- speak clearly at an understandable pace and appropriate volume and include appropriate facts and relevant, descriptive details.
- speak authoritatively using formal English when making brief formal presentations (that include audio recording and visual displays when appropriate) of their reading, their learning, and their experiences.
- participate in oral readings of short (no longer than 500 words) stories and poems to develop oral reading fluency.
- prepare audio and video recordings, of their oral reading of stories and poems.
- speak in complete sentences when restating their ideas.
- include audio recordings and visual displays that enhance their presentations of themes and main ideas.
- create multimedia presentations to share learning about topics studied.
- participate in debates where there is an emphasis on supporting ideas authoritatively with sound and valid reasoning.

Measures of Understanding

Assessing students' mastery of this anchor standard:

- Students prepare and formally present their knowledge and ideas about topics and texts in manners similar to those listed for **Anchor Standard 1: Comprehension and Collaboration**; teachers may design tasks for topics and texts studied in science and social studies to assess students' mastery of the presentation of knowledge and ideas acquired through reading of informational text
- Students use the conventions of Standard English as indicated in **L.6.1.:**
 - a. Ensures that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g. myself, ourselves).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.
 - d. Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents)
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3:

- a. Vary sentence patterns for meaning, reader/listener interest and style
- b. Maintain consistency in style and tone.
- Students consider, select and accurately use grade appropriate general academic and domain-specific words and phrases relevant to the presentation of product.
- Students demonstrate attention to both the process of engaging, understandable presentation and the content of accurate, relevant, descriptive presentation for an effective presentation product.

Resources

How to create a video journal <http://www.wikihow.com/Make-a-Video-Journal>
Creating podcasts <http://www.det.wa.edu.au/education/cmis/eval/curriculum/ict/podcasts/>
Oral presentation ideas http://www.ehow.com/list_5997047_creative-oral-presentation-ideas.html
Presentation rubrics <http://www.rubrics4teachers.com/presentation.php>
Cluster 2 NJDOE Technology Toolkit <http://www.state.nj.us/education/cccs/sr/tech.htm>

- *Voice Thread*
- *Glogster*
- *Skype*

Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>
Smarter Balanced <http://www.smarterbalanced.org>
Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>
Sample units <http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>
Word Clouds <http://www.wordle.net/>
Web 2.0 Presentation tools for students: <http://cooltoolsforschools.wikispaces.com/Presentation+Tools>
Common Core Curriculum Maps English Language Arts Grades 6-8. Jossey-Bass (Wiley) 2012

Section E
Language
Grade 6

Language Standards		Grade 6
Conventions of Standard English: CCR Anchor Standards 1-2		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Essential Questions	Enduring Understandings	
How can writers use the power of conventions to improve the traits of good writing?	Conventions of language help writers convey their message and help readers understand what is being communicated.	
Grade Level Standards	Classroom Applications	
<p>L.6.1 Demonstrated command of the conventions of standard English when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.6.1</p> <p>Knowledge: Recognize pronoun case: subjective, objective, possessive Knowledge: Recognize intensive pronouns (myself and ourselves) Knowledge: Recognize vague pronouns Knowledge: Recognize shifts in pronoun number and person Knowledge: Recognize variations from standard English Reasoning: Correct shifts in pronoun number and person Reasoning: Correct vague pronouns Demonstration: Place pronouns in the proper case Demonstration: Use intensive pronouns Demonstration: Use correct pronoun number and person Demonstration: Use correct vague pronouns variations when speaking Demonstration: Demonstrate command of standard English grammar and usage when writing Demonstration: Demonstrate command of standard English grammar and usage when speaking</p>	

b. Spell correctly.

L.6.2

Knowledge: Recognize correct capitalization, punctuation and spelling

Knowledge: Use proper punctuation for nonrestrictive/parenthetical elements

Demonstration: Apply spelling rules

Instructional Guidance

To assist in meeting this standard, teachers may:

- refer to ELA Common Core Standards Appendix A pgs.28-43.
- use a gradual release model of responsibility. (See web resources for explicit information regarding this model.)
- provide opportunities for students to practice writing for sustained amounts of time every day, so that they can refine and deepen their knowledge of the conventions.
- seek opportunities during the writing process to engage students in authentic convention practices that are embedded in the student's intentions as writers: care about their writing and audience, and their desire to have readers read their writing in a certain way.
- provide direct instruction in written conventions, and model their own writing and thinking.
- teach the conventions explicitly, but not as absolutes.
- read aloud to their students various types of text so that they can hear the cadence of language, this will afford them the opportunity to think about how they want their own writing to sound.
- develop students' abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- seize teaching point opportunities that arise from student writing.
- post teaching point in the room after it's taught so students can refer to it.
- teach students to say why they made some of the punctuation choices they did, and how certain mentor poets informed their decisions.
- hold students accountable for grammar/conventions upon completion of units of study.
- provide optimal learning conditions based on Cambourne's research(1988) which identifies conditions for learning: Immersion, Demonstration, Expectations, Responsibility, Approximation, Practice, Engagement, Response. See Janet

	<p>Angellilo’s chart in <i>A Fresh Approach To Teaching Punctuation</i> pg9 for ways to incorporate Cambourne’s principles for these standards.</p> <ul style="list-style-type: none"> • provide a “workshop” environment (mini-lesson, work time/conferences, feedback/share) to create conditions for students to construct their own knowledge. “The use of the English language is a skill to be developed, not content to be taught, and it is best learned through active and purposeful experience with it.” (Calkins, 1994). • develop a framework for teaching grammar throughout the writing process. (See Constance Weaver’s framework pg.9 <i>The Grammar Plan Book A Guide to Smart Teaching</i>) <p><i>To meet this standard, students may:</i></p> <ul style="list-style-type: none"> • write daily. • write daily for real audiences. • read authentic text every day. • “try out” a particular type of punctuation. • apply spelling patterns and structural analysis to spell unfamiliar words. • conduct punctuation/grammar inquiries. • consult dictionary, thesaurus and online resources. • study other writers. • revise punctuation and grammar with meaning in mind. • confer with other writers. • self assess their writing using rubrics. • ask partners to talk about what a sentence’s punctuation/grammar accomplishes for the readers. • write plans for improving their punctuation work and use those plans for measuring their growth.
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Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer’s notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published
- Collect dictation and study it
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation

Resources

Professional Books:

A Writer's Reference, Diana Hacker

Bringing Words to Life, Beck, McKeown and Kucan

Teaching Grammar in Context, Constance Weaver

The Grammar Plan Book, Constance Weaver

Practical Punctuation, Dan Feigelson

Getting Grammar: 150 Ways to Teach an Old Subject, Topping & Hoffman

A Fresh Approach to Teaching Punctuation, Janet Angelillo

The No-Nonsense Guide to Teaching Writing, Shelly Harwayne

Wondrous Words, Katie Wood Ray

Words Their Way, Bear, Invernizzi, Templeton and Johnston

A Note Slipped Under the Door: Teaching from the Poems We Love, Nick Flynn/Shirley McPhillips

Awakening the Heart: Exploring Poetry in Elementary and Middle School, Georgia Heard

Punctuation Power: Punctuation and How to Use It, Marvin Terban

The Elements of Style, by William Strunk, Jr./E.B. White

A Dictionary of Modern English Usage, H.W. Fowler

10 Things Every Writer Needs to Know, Jeff Anderson

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Knowledge of Language Standard 3:

3. 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.

Essential Questions	Enduring Understandings
Grade Level Standards	Classroom Applications
How does the depth of a student’s knowledge of language contribute to the student’s ability to read, write, listen, and speak more effectively?	Studying language conventions as a reader helps us to understand how writers use language/conventions to portray their ideas powerfully.
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">a. Vary sentence patterns for meaning, reader/listener interest, and style.b. Maintain consistency in style and tone.	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.6.3</p> <p>Knowledge: Recognize language conventions for writing, speaking, reading and listening</p> <p>Knowledge: Recognize various sentence patterns</p> <p>Knowledge: Recognize style and tone</p> <p>Reasoning: Apply language knowledge when writing, reading, and listening</p> <p>Reasoning: Apply knowledge of language conventions when writing, reading, and listening</p> <p>Reasoning: Determine when to vary sentence patterns for meaning, reader/listener interest, or style</p> <p>Reasoning: Maintain consistency in style and tone when writing</p> <p>Demonstration: Use knowledge of language and conventions when speaking</p> <p>Demonstration: Vary sentence patterns for meaning, listener interest, and style</p> <p>Demonstration: Maintain consistency in style and tone while speaking</p>

Instructional Guidance

To assist in meeting this standard, teachers may:

- develop students' abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- use a gradual release model of responsibility. (See web resources for explicit information regarding this model.)
- develop effective word explanations that explain the concept(s) of language that is readily accessible to students.
- develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness.
- demonstrate how authors combine words in powerful ways to enhance meaning and imagery.
- model how a specific combination of words can effect meaning.
- celebrate and discuss examples of beautifully written language.
- find descriptive language and add it to the wall of the classroom.
- use poetry as an access point to instruct the standards.
- provide explicit instruction that probes the deep connections between ideas/words and content/reading and discussion.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness. (Sentence combining technique....see Writing Next Report—link provided in web resources.)
- refer to ELA Common Core Standards Appendix A pgs.28-43.

To meet this standard, students may:

- write daily.
- read authentic text every day.
- experiment with a particular type of punctuation.
- locate several longer passages of text where the authors use punctuation to aid the reader's ability to follow the text.
- approximate new learning in their writer's notebook.
- envision uses for new learning in writing.

- revise and edit their writing based upon their new learning.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer’s notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published
- Collect dictation and study it
- Accumulate each student’s writing over the year and keep it in a folder for periodic evaluation
- See Appendix A : ELA Common Core Standards

Resources

Professional Books:

Wondrous Words, Katie Wood Ray

Cracking Open the Author’s Craft: Breaking the Code, Lester Laminick

The No-Nonsense Guide to Teaching Writing, Shelly Harwayne

Teaching the Qualities of Writing, Portalupi & Fletcher

Mentor Author, Mentor Texts, Ralph Fletcher

Mentor Texts: Teaching Writing Through Children’s Literature K-6, Dorfman&Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8. Dorfman&Cappelli

I can write like that! A Guide to Mentor Texts and Craft Studies for Writers’ Workshop, K-6. Ehmann&Gayer

10 Things Every Writer Needs to Know, Jeff Anderson

Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts, Kelly Gallagher

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

<http://www.all4ed.org/files/WritingNext.pdf>

Vocabulary Acquisition and Use Standard 4-6:

- 4. 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.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
What does it mean to know a word and all its shades of meaning—in verbal and written language?	A variety of strategies are used to determine and clarify the meaning of unknown words or phrases. Word choice influences meaning: context influences word choice.
Grade Level Standards	Classroom Applications
<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).c. Consult 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 or its part of speech.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>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge, Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.6.4</p> <p>Knowledge: Identify common context clues Knowledge: Identify and define Greek and Latin affixes and roots Knowledge: Use common reference materials to find pronunciation, clarification of meaning, or part of speech Reasoning: Determine the meaning of words using context clues or Greek and Latin affixes and roots Reasoning: Verify preliminary determination of a word’s inferred meaning in context or a dictionary Reasoning: Choose from a range of vocabulary strategies to determine a word’s</p>

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

meaning

L.6.5

- Knowledge: Interpret different types of figures of speech
- Knowledge: Distinguish among the different types of word relationships
- Knowledge: Define the terms denotations and connotations of words
- Reasoning: Analyze text to locate figures of speech
- Reasoning: Analyze the relationship between particular words
- Reasoning: Distinguish among the connotations of words with similar denotations

L.6.6

- Knowledge: Identify general academic and domain-specific words and phrases
- Knowledge: Gather vocabulary knowledge important to comprehension or expression
- Reasoning: Accurately use words important to the comprehension of general academic and domain-specific words
- Reasoning: Apply vocabulary knowledge when considering words important to comprehension of expression
- Reasoning: Select appropriate resources to aid in gathering vocabulary knowledge

Instructional Guidance

To assist in meeting this standard, teachers may:

- refer to ELA Common Core Standards Appendix A pgs.28-43.
- use a gradual release model of responsibility. (See web resources for explicit information regarding this model).
- make word meanings explicit and clear by providing definitional and contextual information about the word's meaning.
- provide multiple exposures to meaningful information about words.
- provide time for students to engage in reading and writing so that they can develop fast and accurate perceptions of word features, and to have multiple opportunities to examine those same words out of context.

- teach students the skills to infer word meaning information through the contexts they read.
- teach students that words can have more than one meaning.
- demonstrate word associations.
- develop student-friendly explanations or create instructional contexts for discussing word meanings.
- get students actively involved with thinking and using the meanings of new words right away.
- have students provide an explanation for their choice of words.
- link new words to words they already know.
- actively involve students in learning word meanings.
- engage students in discussions about situations that a word would describe or to consider instances when the new word would be an appropriate choice.
- be cognizant that vocabulary can be acquired through incidental learning.
- teach vocabulary both directly and indirectly.
- target words that are within students proximal development.
- establish print rich classrooms.
- show how vocabulary is assessed and evaluated can have differential effects on instruction.
- demonstrate how computer technology can be used to teach vocabulary.
- demonstrate ways to convey word-meaning information through both instructional and natural context.
- foster word inquiries in mentor texts.
- allow time for oral language development via discourse.
- plan for repetition and multiple exposures to vocabulary; it's paramount.
- use read-alouds, fiction/non-fiction, to foster vocabulary acquisition of general academic, conversational and domain-specific words and phrases. (Tier One, Two and Three Vocabulary see appendix A ELA Standards)

To meet this standard, students may:

- read and be exposed to wide ranges of text at various complexity levels.
- discover word associations and articulate word connections.
- use graphic organizers to build word webs.
- create contexts around the meaning of a word.

- approximate new learning in their writer's notebook.
- envision uses for new learning in writing.
- revise and edit their writing based upon their new learning.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer's notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published.
- Collect dictation and study it.
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation.
- See exemplars ELA Common Core Standards Appendix A
- Written assessments
- Multiple choice tests
- Have students present items that distinguish between an example of a word and a non-example of a word.
- Place word phrases on a word line that represents a continuum, and have them explain the placement of the various words
- Word sorts
- Continuum of stages for the degree of word knowledge: (Dale, O'Rourke, and Bamman, 1971)
 - having never seen or heard the word
 - having heard the word, but not knowing what it means
 - recognizing the word in context
 - knowing and using the word
- Five dimensions of vocabulary knowledge: (*Word Wise Content Rich* p.8)
 - generalization through definitional knowledge
 - application through correct usage
 - breadth through recall of words
 - precision through understanding of examples and non-examples
 - availability through use of vocabulary in discussion (Cornbach 1942, cited in Graves 1986)

Resources

District Unit Plans:

Professional Books:

Bringing Words to Life, Beck, McKeown & Kucan

Accelerated Vocabulary Instruction, Nancy Akhavan

Wondrous Words, Katie Wood Ray

Cracking Open the Author's Craft: Breaking the Code, Lester Laminick

Units of Study for Teaching Writing, Grades 3-5; Raising the Quality of Narrative Writing, Calkins & Kessler

Teaching the Qualities of Writing, Portalupi & Fletcher

Word Wise Content Rich, Fisher and Frey (grades 7-12..but lots of good pedagogy)

Words Their Way, Bear, Invernizzi, Templeton and Johnston

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Reading Literature
Section F
Grade 7

Reading Standards for Literature		Grade 7
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
1. 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Essential Questions	Enduring Understandings	
Why is it important to pay attention to the elements and the details of the story?	Story elements help readers make sense of story.	
Grade Level Standards	Classroom Applications	
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.7.1 Knowledge: Identify inferences from a text Knowledge: Identify explicit information from a text Knowledge: Recognize credible resources/sources Reasoning: Explicitly analyze what a text says Reasoning: Formulate inferences from textual material Reasoning: Cite resources that support analysis</p> <p>RL.7.2 Knowledge: Recognize theme or central ideas Knowledge: Identify supporting details Reasoning: Determine a theme or central idea</p>	

Reasoning: Analyze theme or central development over the course of a text
Demonstration: Provide an objective summary

RL.7.3

Knowledge: describe elements of a story or drama

Knowledge: Identify interactions between elements

Reasoning: Analyze how a change in one element shapes another

Reasoning: Analyze how elements of a story or drama interact

Instructional Guidance

District Approach to Teaching Reading

- Follow a Reader’s Workshop approach. This structure is separated into several components.
 - Mini-lesson: Direct, explicit instruction on a reading skill/strategy
 - Independent Reading Time: Students spend time in their books applying the skill/strategy
 - Conferring: This is a time for the student and teacher to have 1:1 time to focus on specific skills/strategies that are specific to the student’s individual needs
 - Group work/guided reading: This is a time when the teacher may pull groups of students to work on a skill/strategy that is specific to the group’s needs
 - Share: At the end of the lesson, the teacher provides opportunities to share what was learned (closure)

To assist in meeting these standards, teachers may:

- use multiple text to model.
- engage students in *accountable talk*.
- integrate teaching points throughout lessons, units, and across the year. The explicit nature of each teaching point is to help when planning mini-lessons, conferences, or small group lessons.
- tie these standards to the speaking and listening standards outlined in the Common Core “*students must have ample opportunities to take part in rich, structured conversations-as part of whole class, in small groups, and with a partner*”. Provide opportunities to model talk during read alouds, and scaffold talk during *accountable talk* segments.

Accountable talk should be evident throughout weekly plans in each unit. *Accountable talk* often

begins during a read aloud time where the teacher models how to think about reading. The teacher talks aloud about critical points in the story that he/she wants students to think more deeply about an idea. Often, the teacher will stop at a significant point in the story and ask students to *turn and talk* about what that idea or part of the story means to him/her.

Students must be taught how to engage in *accountable talk*. As students learn how to do this via partner talk, we continue to move forward with whole class discussion, teaching students to hold onto one idea throughout the discussion by using discussion prompts such as: *I agree with you, I can add on to that, I disagree with you, One example might be*, etc. This builds a foundation for more meaningful discussions in partnerships and book clubs later on in the year.

To assist in meeting these standards, students may:

- use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify thinking about the development of the author's theme over time within a text.
- jot textual evidence and use to develop theories over time.
- use graphic organizers such as story mountains, timelines, Venn diagrams, t-charts.
- engage in partner talk/book talk discussion to help grow ideas.
- provide written justification using textual evidence to support ideas.

College and Career Readiness (CCR) Anchor Standards for Reading	
Craft and Structure: CCR Anchor Standards 4-6	
<p>4. 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.</p> <p>5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and the style of a text</p>	
Essential Questions	Enduring Understandings
Why is it important to pay attention to the literary elements, the details, and the point of view?	<p>Authors are deliberate in their choice of language and structure.</p> <p>In literature, there are multiple points of view: the author, the reader, the narrator, and the character (s).</p>
Grade Level Standards	Classroom Applications
<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.7.4 Knowledge: Identify figurative words and phrases Knowledge: Identify connotative words and phrases Knowledge: Identify rhymes and repetitions of sounds, including alliteration in a verse or stanza Knowledge: Identify rhymes and repetitions of sounds, including alliteration in a story or drama Reasoning: Interpret figurative meanings Reasoning: Interpret connotative meanings Reasoning: Analyze the impact of rhymes and repetitions of sounds in a stanza or poem</p>

Reasoning: Analyze the impact of rhymes and repetitions of sounds in a story or drama

RL.7.5

Knowledge: Identify the poetic elements to form/structure

Knowledge: Identify the form/structure of various types of poetry and drama

Knowledge: Explain the meaning of a poem

Reasoning: Analyze the structure of a drama or poem

Reasoning: Analyze the meaning of a drama or poem

Reasoning: Analyze the relationship between the poem/drama's form and structure

RL.7.6

Knowledge: Identify author's strategies used to contrast points of view of different characters or narrator

Reasoning: Cite details or examples where the author develops the point of view of various characters or narrators

Reasoning: Compare/contrast points of view of different characters or narrators

Reasoning: Analyze how the author develops points of view of different characters or narrators

Reasoning: Analyze how an author contrasts different points of view in a single text

Instructional Guidance

To assist in meeting these standards, teachers may:

- read poetry aloud often.
- model and read aloud text to support understanding of word choices.

To assist in meeting these standards, students may:

- need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop the skills within this strand.
- use knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues.
- keep a running list of figurative language found in independent reading books with

	<p>corresponding inferences regarding their varied meaning(s).</p> <ul style="list-style-type: none">• identify authors' strategies used to contrast points of view of different characters or narrator.• cite details or examples where the author develops the point of view of various characters or narrators.• keep track of what characters say, do, and think.• compare and contrast the characters' points-of-view in a Venn Diagram.• trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.
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College and Career Readiness (CCR) Anchor Standards for Reading	
Integration of Knowledge and Ideas: CCR Anchor Standards 7-9	
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. 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. (N/A to literature)</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
Essential Questions	Enduring Understandings
Why is it important to pay attention to the elements and the details of the story?	Elements such as reoccurring characters or illustrations help readers understand text.
Grade Level Standards	Classroom Applications
<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8 (Not applicable to literature)</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.7.7 Knowledge: Identify various mediums Knowledge: Recognize multimedia versions, film and stage Reasoning: Analyze the effects of various medium techniques on written text-stories, dramas, and poems Reasoning: Analyze the effects of various medium techniques on audio, film, stage, and multimedia Reasoning: Determine the similarities of text to media Reasoning: Determine the differences to text to media</p> <p>RL.7.8 N/A</p>

RL.7.9

Knowledge: Identify time, place, or character in a historical account

Knowledge: identify time, place, or character in a fictional work

Reasoning: Compare/contrast historical portrayal of a time, place, or character against a historical account of the same period

Instructional Guidance

To assist in meeting these standards, teachers may:

- use a variety of resources to support different versions of the same story.

To assist in meeting these standards, students may:

- view short clips that portray a scene from a text and compare/contrast the same scene in written form.
- attend a performance of a play and compare/contrast.
- listen to audio versions and discuss the narrator's impact on the tone/perceived meaning.

College and Career Readiness (CCR) Anchor Standards for Reading	
Range of Reading and Level of Text Complexity: CCR Anchor Standard 10	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Essential Questions	Enduring Understandings
Why readers need to read varied and complex text?	We learn by reading more complex and varied text.
Grade Level Standards	Classroom Applications
<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>Text Complexity <i>One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers (commoncore.org).</i></p> <p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.7.10 Knowledge: Identify/understand key ideas and details Knowledge: Identify/understand craft and structure Reasoning: Comprehend key ideas and details Reasoning: Comprehend craft and structure</p>

Instructional Guidance
Common Core Text Complexity Levels

Grade Band	Lexile (L) Range
K–1	N/A*
2–3	450–790
4–5	770–980
6–8	955–1155
9–10	1080–1305
11–CCR	1215–1355

Qualitative evaluation of the text

- Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text (Lexiles)

- Readability measures and other scores of text complexity

Matching reader to text and task

- Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Taken from Common Core Appendix A—see Appendix A for more detailed description of text complexity

Measures of Understanding

Students will be assessed for reading level via a standard type of assessment (Lexile, DRA, Fountas and Pinnell etc.).

- Students will maintain a reading log that contains a record of reading. From this, the teacher is able to see if the student’s amount of reading correlates with his/her ability. For example, if a student is reading a lower level book compared to his/her ability, then the teacher would expect that the book would be completed quickly. This log provides the teacher and the student with an opportunity to discuss reading habits, volume of reading, and one more lens to ensure reading level is being matched to independent reading.
- District benchmark assessments should provide grade level reading material scaffolded across the year (Fountas and Pinnell and Columbia Teacher’s College are good resources to see “typical grade level” benchmarks in fall, winter, and spring to help guide appropriate benchmark tests). There are a variety of digital tools available to assess Lexile levels. Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.
- Using a variety of texts, students will answer questions similar to those provided in the *Common Core Standards for English Language Arts, Appendix B Text Exemplars and Performance Tasks*.

Skills addressed in grades six through eight:

- Summarize the development of the character and analyze its connection to themes noting how it is conveyed through characters, setting, and plot [RL.8.2]
 - Compare and contrast fictional to historical accounts of the same period in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real [RL.7.9]
 - Cite explicit textual evidence as well as draw inferences to support analysis of story [RL.6.1]
 - Explain how author’s choice of words develops the point of view [RL.6.6]
 - Analyze how playwrights use particular elements of drama (e.g., setting and dialogue) to create dramatic tension [RL.7.3]
 - Compare and contrast the effect poetry has on the reader from a multimedia dramatization of the event presented in an interactive digital map, analyzing the impact of different techniques employed that are unique to each medium [RL.6.7] (example of digital map <http://www.paulreverehouse.org/ride/real.html>)
 - Analyze poetry to uncover analogies and allusions
 - Analyze the impact of specific word choices by poets, and determine how they contribute to the overall meaning and tone of the poem [RL.8.4]
 - Analyze the opening stanza of poetry and how this structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text[RL.6.5]
- Use *accountable talk* rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Resources

General Resources

Common Core Document : Appendix A (text complexity) and Appendix B Text Exemplars

The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Lucy Calkins Curricular Plan for Reading Workshop Grade 7 (published by Heinemann)

Action Strategies for Deepening Comprehension, Jeffrey Wilhelm

Improving Comprehension with Think Aloud Strategies, Jeffrey Wilhelm

Comprehension Going Forward, Heinemann

Middle School Readers, Nancy Allison

To Understand, Ellin Oliver Keene

Mosaic of Thought, Ellin Oliver Keene

Teaching Reading in the Middle School, Laura Robb

The Fluent Reader, Timothy Rasinski

Shades of Meaning, Donna Santman

More Advanced Lessons in Comprehension, Frank Serafini

Classroom Reading Assessments, Frank Serafini

Comprehension and Collaboration, Harvey Daniels

Thinking Through Genre, Heather Lattimer

In the Middle, Nancie Atwell

Conferring with Readers, Jennifer Serravallo and Gravity Goldberg

Literature as Exploration, Louise Rosenblatt

<http://www.readwritethink.org/>

<http://readinglady.com/>

<http://www.mamkschools.org/education/components/scrapbook/default.php?sectiondetailid=5956>

<https://www.teachingchannel.org/videos/poetry-workstations>

http://www.heinemann.com/shared/onlineresources/E04210/Jago_Rigor_Chap8.pdf

Slide share—point of view <http://www.slideshare.net/jortiz11729/point-of-view-136040>

Multiple resources on point of view <http://woub.org/etseo/readwritetell/povext.htm>

http://www.heinemann.com/shared/onlineresources/E04210/Jago_Rigor_Chap8.pdf

Sample Units

<http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

www.commoncore.org/free

State Websites with Common Core Support

<http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/6.pdf>

http://wetserver.net/hcpsv3_staging/cc/common-core.jsp

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

<http://www.p12.nysed.gov/ciai/ela/elastandards/pubela.html>

Leveling

Lexile Leveling System: <http://www.lexile.com/>

Fountas and Pinnell <http://www.fountasandpinnellleveledbooks.com/>

Scholastic Book Wizard: <http://www.scholastic.com/bookwizard/>

Common Core Appendix A

Reading Ladders, Teri Lesesne

Section G
Reading Informational Text
Grade 7

Reading Standards for Informational Text		Grade 7
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
<p>1. 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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
Essential Questions	Enduring Understandings	
<p>How is the central idea developed in a text?</p> <p>How does having a deeper understanding of the details in an informational text aid comprehension?</p> <p>How do details interact in an informational text?</p>	<p>Authors of informational text state information explicitly and suggest information from which readers have to make inferences.</p> <p>Understanding informational text may require readers to reread and analyze details.</p> <p>Understanding the relationships between and among details is essential to comprehension of an informational text.</p>	
Grade Level Standards	Classroom Applications	
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.7.1 Knowledge: Identify inferences from a text Knowledge: Identify explicit information from a text Knowledge: Recognize credible resources/sources</p>	

how individuals influence ideas or events).

Reasoning: Analyze several pieces of a text to determine what it explicitly says
Reasoning: Formulate inferences from textual material

RI.7.2

Knowledge: Identify two or more central ideas

Knowledge: Define and recognize an objective summary

Reasoning: Analyze the development of two or more central ideas

Reasoning: Provide an objective summary of the text

RI.7.3

Knowledge: Identify key ideas about individuals, events and ideas in a text

Reasoning: Analyze the interactions between individuals, events and ideas in a text

Reasoning: Discuss how ideas influence events

Reasoning: Discuss how individuals influence ideas or events

Instructional Guidance

To assist in meeting this standard, teachers may:

- teach proficient reading strategies:
 - assimilating prior knowledge
 - rereading to clarify information
 - seeking meaning of unknown vocabulary
 - making and revising predictions
 - using critical and divergent thinking and assimilating prior knowledge to draw conclusions
 - making connections and responding to text
 - model close reading through read-aloud
- design text-dependent questions
- employ gradual release of responsibility
- conference with students individually and in small groups
- establish student learning-partnerships

To assist in meeting this standard, students may:

- make, test and revise predictions as they read
- make inferences about content, concrete ideas and author's decisions in a text

	<ul style="list-style-type: none"> • identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text • use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read • make critical or analytical judgments to make generalizations. • create self-motivated interpretations of text that are adapted during and after reading • draw conclusions about events and details in a text • analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis • determine two or more central ideas in an informational text • analyze how ideas are organized and developed in an informational text. • describe or graphically represent the relationship between central ideas and supporting details • explain how the central ideas are supported by key details • summarize the main ideas objectively in an informational text, capturing the most important parts of the piece • determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text • describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts • describe or graphically represent the interaction of individuals, events, ideas/concepts or step/procedures • identify words/phrases that signal interactions between and among ideas, events, procedures, individuals (because, then, as a consequence, etc.) • explain how interactions between ideas/concepts, individuals, and events support and reveal author’s message in informational text • use text details to analyze the interactions between and among individuals, events, ideas/concepts or step/procedures
Measures of Understanding	
<ul style="list-style-type: none"> • Students will identify what they learned about the authors from the biographies, autobiographies, letters, or interviews, comparing how much of the author’s experience was visible in the author’s text (product) after learning more about him/her? In their explanation (oral or written) students will establish a plan for locating credible and reliable information. (RI.7.1) • Students <i>provide an objective summary of a text</i>. They <i>analyze</i> how <i>the central idea is conveyed through supporting ideas and developed over the course of the text</i>. (RI.7.2) • Students <i>analyze in detail how</i> the early years of a person in history (as related by his or her biographer) contributed to him or her later 	

achieving his or her life accomplishment(s), attending to how the author *introduces, illustrates, and elaborates* upon the events in that person's life. (RI.7.3)

- Teacher's College Reading and Writing Project Performance Assessment Grade 7
<http://readingandwritingproject.com/resources/assessments/performance-assessments.html> (RI.7.1 and RI.7.2)

Resources

- Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>
- Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks Common Core Curriculum Maps, <http://www.corestandards.org/the-standards>
- Engage New York: Common Core in ELA/Literacy, Shift 4 Text Based Answers <http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>
- "A Guide to Creating Text Dependent Questions for Close Analytic Reading", <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>
- Common Core Curriculum Maps, <http://commoncore.org>
- The Hunt Institute: "Text Dependent Analysis in Action" (video)
http://www.youtube.com/watch?v=HontaYbL7o&list=PL9F9C431FF82A15B5&index=7&feature=plpp_video
- Assessments from Teacher's College Reading and Writing Project <http://readingandwritingproject.com/resources/assessments.html>
- The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
- Common Core Curriculum Maps, <http://commoncore.org>
- Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

Section H
Writing Standards
Grade 7

Writing Standards		Grade 7
Text Type and Purposes: CCR Anchor Standards 1-3 1. Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
Essential Questions	Enduring Understandings	
Why write?	We write to convince, inform, or entertain an audience or ourselves; many times writers use a blend of text types to accomplish their purpose.	
How do writers communicate purposefully and clearly for various audiences and reasons?	Writing is a vehicle for expressing thinking, solving problems, exploring issues, constructing questions and addressing inquiry.	
Grade Level Standards	Classroom Applications	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i> . The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i> , <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx W.7.1 Knowledge: Identify accurate, credible sources Knowledge: Recognize phrases and clauses that create cohesion and clarify relationships Knowledge: Identify and define alternate and opposing claims Knowledge: Identify and define relevance, evidence, argument, and cohesion Knowledge: Identify and define formal style Reasoning: Determine how to introduce claims and acknowledge alternate or opposing claims Reasoning: Organize reasons and evidence logically Reasoning: Determine logical and relevant support for claims	

<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Reasoning: Evaluate sources for credibility and accuracy</p> <p>Reasoning: Evaluate relevance of the evidence</p> <p>Reasoning: Understand the topic or text</p> <p>Demonstration: Create cohesion and clarify relationships</p> <p>Demonstration: Establish and maintain a formal style</p> <p>Demonstration: Plan a concluding statement following the argument</p> <p>Product: Produce an argument which introduces claims and acknowledges opposing or alternate claims</p> <p>Product: Produce an argument to support claims, which is logically organized</p> <p>Product: Produce an argument to support claims, which supports claims with logical reasoning and relevant evidence</p> <p>Product: Produce an argument to support claims, which cites credible and accurate sources</p> <p>Product: Produce an argument to support claims, which uses words, phrases, and clauses to create cohesion and clarify relationships</p> <p>Product: Produce an argument to support claims, which establishes and maintains a formal style</p> <p>Product: Produce an argument to support claims, which provides an appropriate concluding statement that follows from and supports the argument presented</p>
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	<p>W.7.2</p> <p>Reasoning: Determine which strategy is most effective to further develop a topic including definitions, classifications, comparison/contrast, and cause/effect</p> <p>Reasoning: Determine when to include graphics or multimedia</p> <p>Reasoning: Select transitions that clarify relationships</p> <p>Reasoning: Determine how to organize ideas, concepts and information</p> <p>Reasoning: Select appropriate transitions to create cohesion and clarify relationships</p> <p>Reasoning: Determine precise language and domain-specific vocabulary</p> <p>Reasoning: Establish and maintain a formal style</p> <p>Reasoning: Determine a supportive concluding statement</p> <p>Product: Write informative/explanatory texts to examine a topic, convey ideas, or explain concepts and information</p> <p>Product: Write with organization</p> <p>Product: Write with analysis of relevant content</p> <p>Product: Introduce and develop a topic with relevant facts, definitions, concrete details, quotations, and examples</p> <p>Product: Organize ideas, concepts, and information using, definitions, classifications,</p>

<p>details, and well-structured event sequences.</p> <p>f. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>g. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>h. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>i. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>j. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>comparison/contrast, and cause/effect</p> <p>Product: Use formatting graphics and multimedia to aid comprehension</p> <p>Product: Use transitions to clarify the relationships between ideas and concepts</p> <p>Product: Use precise language and domain-specific vocabulary to inform or explain</p> <p>Product: Establish and maintain a formal style</p> <p>Product: Provide a concluding statement or section</p> <p>W.7.3</p> <p>Knowledge: Identify various points of view in a narrative</p> <p>Knowledge: Identify how authors use precise words/phrases, descriptions, and sensory details to help readers visualize or sense action</p> <p>Reasoning: Compare/contrast relevant and irrelevant details in developing experiences, events, and characters</p> <p>Demonstration: Use techniques to engage the reader and establish context</p> <p>Demonstration: Use dialogue, pacing, and description to develop events and characters</p> <p>Demonstration: Use a variety of transitions to move events along and to signal shifts</p> <p>Demonstration: Develop conclusions that reflect on the events</p> <p>Demonstration: Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Product: Write a narrative that engages the reader</p> <p>Product: Write a narrative that establishes a context and point of view</p> <p>Product: Write a narrative that uses dialogue, pacing and description to develop experiences, events, characters</p> <p>Product: Write a narrative that uses a variety of transitions to convey sequence and signal shifts</p> <p>Product: Write a narrative that uses appropriate precise, descriptive sensory language</p> <p>Product: Write a narrative that leads to a reflective conclusion</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> • Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is
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stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.

- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting these standards, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- read examples of texts which exemplify the genre of writing, craft and structure to be studied within a unit of study. Provide mentor texts and authors for students.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- model for students using their own thinking, experiences and writing.
- introduce students to a Writer's Notebook. Foster the importance of the notebook for collecting ideas from their lives, try out strategies and craft in their notebooks, draft or revise pieces of their writing.
- help students develop a repertoire of skills for rehearsing and revising writing.
- demonstrate each step in the process of writing and confer with students as they go through the process.
- guide students in examining the rubrics which accompany genre specific writing and the NJHSR and assist them in setting goals for themselves to improve as writers.
- identify areas of strength and needs for students to target through conferences and strategy groups.
- facilitate opportunities for students to explore, develop and convey their ideas through writing in both narrative and expository structures.

In meeting these standards, students may:

- follow the steps in the cyclical process of writing: generate, nurture, draft, revise & edit, publish.
- study exemplary craft and writing structures of mentor authors.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*.
- use memories and experiences from their lives to write in both narrative and expository structures.
- develop and support opinions on an idea from the world around them or based upon a text or story read.
- become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.
- explore and experiment with effective strategies or techniques for elaboration, crafting leads and endings, transitioning, use of dialogue, emotions etc.
- craft personal narratives, realistic fiction stories, opinion/persuasive essays and/or letters in over both short and extended periods of time.
- write on-demand in response to given prompts.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 7, Argument pg. 40 “Video Cameras in Classrooms”
- Student Sample: Grade 7, Informative/Explanatory pg. 42 “A Geographical Report”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive writing
- Explanatory Prompt Writing
- Short opportunities for research
- *Writing about Reading* opportunities
- Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists
 - ~Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others' writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score).

NJASK

Scored Student Samples can be used with these exercises.

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*

Appendix C: *Samples of Student Writing*

- Student Sample: Grade 7, Argument pg. 40
- Student Sample: Grade 7, Informative/Explanatory pg. 42

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

7th Grade Writing Workshop Binder; FTS

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

"A Curricular Plan for the Writing Workshop, Grade 7", 2011-2012 by Lucy Calkins

The No-Nonsense Guide to Teaching Writing; Judy Davis and Sharon Hill

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Better Answers by Ardith Davis Cole

Writing to the Prompt by Janet Angelillo

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Production and Distribution of Writing: CCR Anchor Standards 4-6

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Questions	Enduring Understandings
<p>Why do we use the writing process?</p> <p>How can technology influence or support our work as writers?</p>	<p>Writing is a process that uses skills, strategies, and practices for planning, revising and editing a variety of texts.</p> <p>Technology provides tools and vehicles which promote efficient, polished processes and products.</p>
Grade Level Standards	Classroom Applications
<p>W.7.4 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.)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.7.4</p> <p>Reasoning: Analyze the reason for writing to inform task, purpose, and audience</p> <p>Reasoning: Determine suitable idea development strategies, organization, and style</p> <p>Product: Produce writing with clear and coherent idea development</p> <p>Product: Produce writing with clear and coherent organization</p> <p>Product: Produce writing with clear and coherent style</p> <p>W.7.5</p> <p>Knowledge: Recognize how to plan, revise, edit, and rewrite</p> <p>Knowledge: Know how to edit for conventions</p> <p>Reasoning: Develop and strengthen writing by planning, revision, editing, and rewriting</p> <p>Reasoning: Develop and strengthen writing by trying a new approach</p>

Reasoning: Determine how well the focus of the purpose has been addressed
Reasoning: Determine how well the focus of audience has been addressed

W.7.6

Knowledge: Identify publishing and collaborative options that use technology

Knowledge: Explain how to cite sources

Knowledge: Explain how to create hyperlinks

Knowledge: Know how to collaborate effectively

Reasoning: Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience

Reasoning: Determine the best technology options for communicating and collaborating with others for an intended purpose

Demonstration: Use technology (internet) to produce, revise, edit, and publish writing

Demonstration: Use technology to link to and cite sources

Demonstration: Use technology to interact and collaborate with others

District Approach to Teaching Writing

Follow a Writer's Workshop instructional approach.

- Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the *connection, teach, active engagement* and *link*. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.
- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- model strategies and techniques or revision.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- develop checklists for revision and editing for students to use independently and with a partner.
- support students' individual writing strengths through small groups and conferences.
- confer with students.
- assess students' keyboarding skills and afford time for practice.
- provide tools and opportunities for students to “fancy” their writing in Word, Publisher or Power Point. Use PhotoStory, Timeliner, Inspirations or a Glog as options for students to share their ideas and writing. Model use of such programs.

To meet this standard, students may:

- employ strategies learned for revision or editing.
- refer to and study a mentor author or text to enhance their own writing.
- utilize a checklist independently and/or with a partner to reflect upon writing and make revisions and edit.
- practice keyboarding skills. Use Microsoft Word, Publisher, Power Point to publish or “fancy” up their writing.
- use PhotoStory, Timeliner, Inspirations, Glog to share their ideas, writing.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*
- set goals and work to achieve them.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft

- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 7, Argument pg. 40 “Video Cameras in Classrooms”
- Student Sample: Grade 7, Informative/Explanatory pg. 42 “A Geographical Report”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive writing
- Explanatory Prompt Writing
- Short opportunities for research
- *Writing about Reading* opportunities
- Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists
 - ~Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others’ writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score). NJASK Scored Student Samples can be used with these exercises.

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

7th Grade Writing Workshop Binder; FTS

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

“A Curricular Plan for the Writing Workshop, Grade 7”, 2011-2012 by Lucy Calkins

The No-Nonsense Guide to Teaching Writing; Judy Davis and Sharon Hill

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Better Answers by Ardith Davis Cole

Writing to the Prompt by Janet Angellilo

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*

Appendix C: *Samples of Student Writing*

- Student Sample: Grade 7, Argument pg. 40 “Video Cameras in Classrooms”
- Student Sample: Grade 7, Informative/Explanatory pg. 42 “A Geographical Report”

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Research to Build and Present Knowledge: CCR Anchor Standards 7-9

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions	Enduring Understandings
<p>Why is credible and relevant evidence important to research and analysis?</p> <p>How are print and digital sources useful in gathering and sharing findings?</p>	<p>New information may influence a person’s idea, result in change of opinion or stance, enhance or inform one’s understanding.</p> <p>People rely on a variety of credible and reliable resources to obtain information.</p>
Grade Level Standards	Classroom Applications
<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources; using search terms effectively: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.7.7</p> <p>Knowledge: Use reliable sources of information</p> <p>Reasoning: Select appropriate sources to answer a question</p> <p>Reasoning: Determine relevant and irrelevant information from sources in order to answer a question</p> <p>Reasoning: Formulate focused questions from sources of information for further research and investigation</p> <p>Reasoning: Conduct steps for research to answer a question</p> <p>Reasoning: Generate additional related, focused questions for further research and investigation</p> <p>Demonstration: Implement appropriate inquiry methods to conduct a short research project</p>

<p>a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>W.7.8</p> <p>Knowledge: Use effective search terms</p> <p>Knowledge: Recognize standard formats for citations</p> <p>Knowledge: Recognize credibility and accuracy</p> <p>Reasoning: Follow standard citation format</p> <p>Reasoning: Assess the credibility and accuracy of each source</p> <p>Reasoning: Quote or paraphrase the data and conclusions of others avoiding plagiarism</p> <p>W.7.9</p> <p>Knowledge: Identify key ideas and details to support conclusions through research</p> <p>Knowledge: Cite textual evidence to analyze explicit text</p> <p>Reasoning: Draw evidence from key ideas and details as support for research</p> <p>Reasoning: Analyze key ideas and details as evidence of understanding text</p> <p>Reasoning: Reflect on key ideas and details as evidence of understanding text</p> <p>Reasoning: Draw upon key ideas and details as support for research</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> • Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers. • Strategies include: <ul style="list-style-type: none"> o Teachers explicitly model using their own writing and/or mentor texts o Small group strategy instruction o Individual teacher/student conferences o Peer revision/conferring o Opportunities for sharing
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Instructional Guidance

As per the Common Core Standards: *To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.*

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- encourage students to be information writers, historians, researchers.
- study various forms of informative writing: informational picture books, reports, articles etc.
- immerse students in non-fiction or informational reading.
- provide time to explore the characteristics or features of non-fiction texts.
- explain and explore the many ways in which students can find information and convey their findings and ideas.
- distinguish between primary and secondary sources; differentiate between the use of relevant and irrelevant information.
- select a topic for the class to investigate based upon curriculum or student interest.
- guide students in identifying questions they have about a topic. Work with students to identify and address the needs of an audience.
- model strategies for note-taking, summarizing, paraphrasing.
- help students focus their research through narrowing a topic, asking questions.
- instruct students with tips for avoiding plagiarism. Show examples and non-examples. Show students how to cite a source.
- create a model of expected outcome. Give students choice on how to share their findings.
- provide tools and opportunities for students to produce and share their writing using programs or software inclusive of Microsoft Word, Publisher or Power Point. Use PhotoStory, Timeliner, Kidspirations or a Glog as options for students to share their ideas

and writing. Model use of such programs.

Applying Reading Standards to Writing:

- model, using think aloud and their own writing, ways in which readers respond to literature and informational text.
- link response to literature and informational text tasks to reading curriculum and content-area reading.
- teach students strategies for examining and analyzing texts and ways in which they can construct a written response.
- foster an understanding of the elements or components of effective written response to literature or informational text, including the importance of drawing upon evidence to support analysis, reflection and research.

To meet this standard, students may:

- select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment.
- analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples.
- differentiating between relevant and irrelevant information.
- addressing the needs of the audience.
- generating new ideas and/or perspectives.
- avoiding plagiarism.
- selecting an organizational pattern appropriate for the topic and purpose.
- select an appropriate writing form.
- use technology tools to produce and share their report, findings.
- use PhotoStory, Timeliner, Kidspirations, Glog and other tools to communicate their ideas, writing.

Applying Reading Standards to Writing:

- construct meaning, reflect on reading, and write written responses to communicate thinking about literature and informational text.
- analyze texts through the lens of comprehension skills and strategies and develop thoughtful written responses.
- through writing demonstrate an understanding of text, provide evidence which supports the

reflection, thinking, research and analysis.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Prompt specific writing scored with NJHSR
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR and the Scoring Rubric for Open-ended Questions
- District reading and writing benchmarks
- Students' responses to literature
- NJASK released samples for both prompt writing and open-ended questions

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 7, Argument pg. 40 “Video Cameras in Classrooms”
- Student Sample: Grade 7, Informative/Explanatory pg. 42 “A Geographical Report”

Examples of responses and forms of writing from published resources.

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks

Grades 6-8

- *Text Exemplars*, pg. 77
- *Sample Performance Tasks for Stories and Poetry, Informational Texts* pg. 89

Teachers may utilize questions or prompts such as these for their work with students on writing about reading.

- Students compare and contrast Laurence Yep’s fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]
- Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number*. [RL.7.3]

- *Sample Performance Tasks for Informational Texts* pg. 92
 - Students determine the point of view of John Adams in his “Letter on Thomas Jefferson” and analyze how he distinguish his position from an alternative approach articulated by Thomas Jefferson. [RI.7.6]
 - Students determine the figurative and connotative meanings of the words such as wayfaring, laconic, and taciturnity as well as phrases such as hold his peace in John Steinbeck’s *Travels with Charley: In Search of America*. They analyze how Steinbeck’s specific word choices and diction impact the meaning and tone of his writing and the characterization of the individuals and places he describes. [RI.7.4]
- *Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects* pg. 100
 - Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk’s *Words We Live By: Your Annotated Guide to the Constitution*. [RH.6-8.1]

Resources

District Unit Plans:

Tasks:

- Open-ended questions/responses to literature and text
- Short opportunities for students to research a question or provide evidence to support thinking, within and separate from longer writing pieces

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

7th Grade Writing Workshop Binder

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

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The No Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill
Better Answers by Ardith Davis Cole
Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell
Writing to the Prompt by Janet Angellilo

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*
Appendix B: *Text Exemplars and Sample Performance Tasks*
Appendix C: Writing; *Samples of Student Writing*

Rubric Resources:

<http://www.rubrician.com/writing.htm>
<http://ethemes.missouri.edu/themes/1747>
<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)
https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf
[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Range of Writing: CCR Anchor Standard 10

10. Writing 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.

Essential Questions	Enduring Understandings
Why, how and when do authors write?	Writers write for different purposes and audiences.
Grade Level Standards	Classroom Applications
<p>W.7.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.7.10</p> <p>Knowledge: Identify audience, topic, and purpose</p> <p>Knowledge: Identify appropriate organizational structure for various writing</p> <p>Reasoning: Determine when to write for short or extended time frames based on audience, purpose, or task</p> <p>Reasoning: Determine appropriate organizational structure to use for various types of writing based upon task, purpose, and audience</p> <p>Demonstration: Write for various audience, purposes, or tasks for shortened time frames</p> <p>Demonstration: Write for various audience, purposes, or tasks for extended time frames</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> • Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next

component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.

- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- create structures within all parts of the instructional day and curriculum in which students are writing.
- make routine the writing process.
- foster students' writing stamina, craft and mechanics.
- aid students in becoming familiar with timed writing experiences and skills necessary for success with writing over both short and longer periods of time, with and without feedback.
- provide opportunities for students to communicate their thinking through discipline-specific tasks and for various purposes and audiences.
- model for students the ways in which writers alter their writing when addressing varied audiences and for different purposes. Make connections to the real-world such as: writing a business letter vs. friendly letter, emails, communicating through a presentation, informational writing, narrative writing, opinion writing, report writing etc.
- allow students to explore types of genres or forms of writing they prefer and provide opportunities for them to enrich their craft.

To meet this standard, students may:

- communicate thinking through written response to discipline-specific and content area reading tasks.
- build stamina for writing. Foster an appreciation for writing.
- actively engage as an author in the writing process.
- become familiar for the many purposes for which author's write.
- develop strategies for effectively writing in on-demand, timed prompt situations.
- explore types of genres and forms of writing used for various purposes.
- provide feedback to peers on their writing.

Measures of Understanding

- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Examples of responses and forms of writing from published resources

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks

Grades 6-8

- *Text Exemplars, pg. 77*
- *Sample Performance Tasks for Stories and Poetry, Informational Texts pg. 89*
- *Sample Performance Tasks for Informational Texts pg. 92*
- *Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects pg. 100*

Appendix C: Samples of Student Writing

- Student Sample: Grade 7, Argument pg. 40
- Student Sample: Grade 7, Informative/Explanatory pg. 42

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive/Opinion writing
- Explanatory Prompt Writing
- Short opportunities for research
- Open-ended questions/responses to literature and text
- Short opportunities for students to research a question or provide evidence to support thinking
- Discipline-specific writing tasks

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*

Appendix B: *Text Exemplars and Sample Performance Tasks*

Appendix C: Writing; *Samples of Student Writing*

Professional Books:

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Making Revision Matter by Janet Angelillo

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Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Section I
Speaking and Listening
Grade 7

Speaking and Listening Standards		Grade 7
Comprehension and Collaboration Anchor Standards 1 -3 1. Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		
Essential Questions	Enduring Understandings	
How can purposeful, collaborative discussion enhance/deepen knowledge within a range of contexts? How do we contribute to effective collaborative discussions?	Collaborative discussions require a level of responsibility. Multiple perspectives gained from interacting with a variety of media and formats add depth to our understanding and quality to our discussions. Discussion and conversation are necessary elements for learning to occur.	
Grade Level Standards	Classroom Applications	
SL7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the	<u>Instructional Guidance</u> Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i> . The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge, Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx SL.7.1: Knowledge: Identify key ideas from reading material or research Knowledge: Describe components of a collegial discussion and planning Knowledge: Recognize key ideas and new information during discussions Reasoning: Reflect on discussion topics using evidence Reasoning: Track progress toward specific goals and deadlines, defining individual roles as needed Reasoning: Justify ideas and responses shared with evidence from text or research and modify when warranted	

<p>topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.</p> <p>SL7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of</p>	<p>Reasoning: Evaluate new information posed and form personal opinion</p> <p>Reasoning: Formulate comments, questions, and responses based on evidence</p> <p>Demonstration: Engage in a variety of discussions by listening and sharing acquired and prior knowledge</p> <p>Demonstration: Demonstrate collegial rules during discussion</p> <p>Demonstration: Articulate personal ideas clearly</p> <p>Demonstration: Pose relevant questions that elicit elaboration</p> <p>Demonstration: Respond to questions and comments with relevant details, bringing discussion back on topic as needed</p> <p>Demonstration: Acknowledge new information posed and respond to change viewpoints as needed</p> <p>SL.7.2:</p> <p>Knowledge: Identify main details and supporting details that contribute to the topic, text, and issue studied of various media formats</p> <p>Reasoning: Visually, quantitatively and orally analyze the main ideas and supporting details presented in diverse media and formats</p> <p>Reasoning: Explain how the ideas clarify the topic, text, and issue studied</p> <p>SL.7.3:</p> <p>Knowledge: Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims</p> <p>Reasoning: Delineate a speaker's argument and specific claims</p> <p>Reasoning: Evaluate the soundness of the speaker's reasoning</p> <p>Reasoning: Evaluate the relevance and sufficiency of the speaker's evidence</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <p>Provide a range of collaborative discussions that include summarizing of main ideas and supporting details on topics studied by sixth graders:</p> <ul style="list-style-type: none"> • Writing workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates. • <i>Think-Pair-Share</i> or <i>Turn and Talk</i> structures provide one-on-one opportunities for discussions with classmates. • <i>Numbered Heads Together</i> and <i>Jigsaw</i> structures provide group discussion opportunities. • <i>Interactive Lectures</i> provide teacher led opportunities.
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the reasoning and the relevance and sufficiency of the evidence.

Provide a range of collaborative discussions that include delineating a speaker’s argument and specific claims from topics presented:

- Reading workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates.
- *Say Something* provides opportunities for students to have controlled one-on-one discussion with a classmate during reading.
- *Guided Reading*, *Literature Circles*, and *Book Clubs* provide group opportunities for discussions.
- *Interactive Lectures* and *Shared Inquiry* provide teacher led opportunities.
- Support students’ preparation for effective discussion:
 - Provide note-taking tools such as graphic organizers and bookmarks
 - Establish and post procedures for discussion
 - Model a range of question asking and answering techniques and scaffolding students’ use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion
 - Engage every student in explanation responses in teacher-led discussion (“What makes you think so?”); monitoring and prompting explanation in group and one-on-one discussion
 - Promote student use of classmates’ names in linking comments, questions, and answers to those posed by classmates
- Prompt students for use of reasons and evidence.
- Ask questions that elicit additional reasons or evidence from the speaker to support his/her claim.
- Use a *fishbowl* method to model quality feedback
- Engage students in discussions that require them to interpret visual information and explain how the information contributes to the meaning of the topic, text or issue.

Establish and post procedures for discussion:

- modeling a range of question asking and answering techniques and scaffolding students’ use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion.
- engaging every student in explanation responses in teacher-led discussion (“What makes you think so?”); monitoring and prompting explanation in group and one-on-one discussion.
- promoting student use of classmates’ names in linking comments, questions, and answers to those posed by classmates.
- prompting students for reasons and evidence.

To assist in meeting these standards, students may:

- participate in one-to-one discussions with their teachers and classmates.
- ask and answer questions providing evidence to support their point of view.
- engage in small group and class discussions, building on the responses of others in the discussion.
- participate in cooperative group activities and take an active role in discussion about their reading; sharing evidence to support their ideas.
- participate in discussions where students debate issues from different perspectives
- in a debate format, present counterpoints and/or additional support for the speaker’s argument.
- in a writing workshop, provide feedback to partners about the quantity and quality of evidence and reasons in essays.
- while reading and /or reviewing information from diverse media, explain how it contributes to,or supports the topic under study.
- use rubrics for evaluating presentations to provide feedback to speakers, identifying when a speaker supported his claim with evidence and when he/she does not have sufficient evidence.

Measures of Understanding

Using the sample performance tasks described in the Common Core Standards for English Language Arts, Appendix B, teachers may engage students in small and large group discussions, and observe how:

- Students *summarize the development* of the characters in text and analyze the connection to the theme by noting how it is conveyed *through characters, setting, and plot*. [RL.8.2]
- Students *compare and contrast* an author’s *fictional portrayal* of an event or topic to *historical accounts of the same period* in order to glean a deeper *understanding of how authors use or alter historical sources* to create a sense of *time* and *place* as well as make fictional *characters* lifelike and real. [RL.7.9]
- Students *cite explicit textual evidence* as well as draw *inferences* about characters *to support* their *analysis* of the theme. [RL.6.1]
- Students *explain how* Sandra Cisneros’s choice of words *develops the point of view of the young speaker* in her story “Eleven.” [RL.6.6]
- Students *analyze* how the playwright uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play. [RL.7.3]
- Students *compare and contrast* the effect a *poem* has on them to the effect they experience from a *multimedia* dramatization of the event presented; *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [RL.6.7]
- Students *determine the point of view* of the author and *analyze how* he *distinguishes* his position *from* an alternative approach by another author. [RI.7.6]
- Use Accountable talk rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Resources

Common Core Standards Appendices <http://www.corestandards.org/the-standards>
Comprehension Through Conversation The Power of Purposeful Talk in the Reading Workshop by Maria Nichols
Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>
Smarter Balanced <http://www.smarterbalanced.org>
Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>
Sample units <http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>
Talk Moves video <http://www.teachingchannel.org/videos/talk-moves?fd=1>
Video files of speeches <http://interactivelanguagearts.com/2011/05/09/free-audio-and-video-files-of-famous-speeches-at-american-rhetoric-com/>
Keene, E (2012). *Talk About Understanding Rethinking Classroom Talk to Enhance Comprehension*. Heinemann
Daniels, Harvey & Steineke, Nancy (2011) *Texts and Lessons for Content Area Reading*. Heinemann
Common Core Curriculum Maps English Language Arts Grades 6-8. Jossey-Bass (Wiley) 2012
Keene, E. & Zimmerman, S. (1997). *Mosaic of Thought: The Power of Comprehension Instruction* (2nd edition). Heinemann.
Laminack, L. & Wadsworth, R. (2006). *Reading Aloud Across the Curriculum*. Portsmouth, NH: Heinemann.
Wilhelm, J. (2001). *Improving Comprehension With Think-Aloud Strategies*. New York, NY: Scholastic
Routman, Reggie (1999) *Conversations Strategies for Teaching, Learning and Evaluating* Heinemann

Presentation of Knowledge and Ideas

Anchor Standards 4-6

- 4. 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.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions	Enduring Understandings
<p>What are the key components of a quality presentation and how do they impact the effectiveness of the presentation?</p> <p>How do we use the context of a task, speech, or presentation to determine the appropriate level of language formality?</p>	<p>Making a presentation requires us to prepare more carefully and speak more formally than we do in a discussion. Discussion is everyday life; presentation is performance.</p> <p>The speaker’s choice of words and style set a tone, define the message and engage the audience.</p>
Grade Level Standards	Classroom Applications
<p>SL7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge, Reasoning</i> and <i>Product and Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>SL.7.4:</p> <p>Knowledge: Identify claims/findings and salient points</p> <p>Knowledge: Identify appropriate eye contact, adequate volume, and clear pronunciation</p> <p>Reasoning: Determine salient points and pertinent descriptions, facts, details, and examples</p> <p>Reasoning: Sequence claims, findings, salient points, pertinent descriptions, facts, details, and examples in a focused, coherent manner</p> <p>Demonstration: Present claims and findings</p> <p>Demonstration: Emphasize salient points</p>

<p>SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate to task and situation. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Demonstration: Present information in a focused, coherent manner, including pertinent descriptions, facts, details, and examples</p> <p>Demonstration: Demonstrate appropriate eye contact, adequate volume, and clear pronunciation</p> <p>SL.7.5:</p> <p>Knowledge: Recognize claims, findings and salient points</p> <p>Reasoning: Determine what multimedia components/visual display options best clarify information</p> <p>Demonstration: Use multimedia components/visual displays in a presentation to clarify claims and findings</p> <p>Demonstration: Use multimedia components/visual displays in a presentation to emphasize salient points</p> <p>SL.7.6:</p> <p>Knowledge: Describe formal and informal settings</p> <p>Knowledge: Describe qualities of formal and informal speech</p> <p>Reasoning: Determine if formal or informal speech is appropriate in the context of a given situation</p> <p>Demonstration: Adapt speech to a given context or task when speaking</p> <p>Demonstration: Demonstrate correct use of formal English when speaking</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • teach students what it means to speak clearly at an understandable pace and appropriate volume and to use eye contact and clear pronunciation while including appropriate facts and relevant, descriptive details. • model clear speech that features understandable pacing and appropriate volume, eye contact and pronunciation, and includes appropriate facts and relevant, descriptive details • create tasks and situations that build student confidence in speaking authoritatively using formal English by providing frequent opportunities for students to make brief formal presentations (that include multimedia components and visual displays when appropriate) of their reading, their learning, and their experiences • provide opportunities for repeated oral readings of short (no longer than 500 words) stories and poems to develop students’ oral reading fluency (accuracy, appropriate rate, and expression on successive readings) • provide performance opportunities, including audio and video recording, of students’ oral reading of stories and poems • model the use of formal English and ask students to use standard English when appropriate to the task and situation • teach students that the formal speech of a presentation follows many of the conventions of written English (i.e., sounds more like writing than like talking)
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- design rubrics for formal presentations that measure both the process and the content of the product, and providing them to students early in their preparation of their presentations

To assist in meeting this standard, students may:

- speak clearly at an understandable pace and appropriate volume and include appropriate facts and relevant, descriptive details.
- speak authoritatively using formal English when making brief formal presentations (that include audio recording and visual displays when appropriate) of their reading, their learning, and their experiences.
- participate in oral readings of short (no longer than 500 words) stories and poems to develop oral reading fluency.
- prepare audio and video recordings, of their oral reading of stories and poems.
- speak in complete sentences when restating their ideas.
- include audio recordings and visual displays that enhance their presentations of themes and main ideas.
- create multimedia presentations to share learning about topics studied.
- participate in debates where there is an emphasis on supporting ideas authoritatively with sound and valid reasoning.

Measures of Understanding

Assessing students' mastery of this anchor standard:

- Students prepare and formally present their knowledge and ideas about topics and texts in manners similar to those listed for **Anchor Standard 1: Comprehension and Collaboration**; teachers may design tasks for topics and texts studied in science and social studies to assess students' mastery of the presentation of knowledge and ideas acquired through reading of informational text
- Students use the conventions of Standard English as indicated in **L.7.1.**:
 - a. Explain the function of phrases and clauses in general and their function in specific sentences.
 - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3:

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- Students consider, select and accurately use grade appropriate general academic and domain-specific words and phrases relevant to the presentation of product.
 - Students demonstrate attention to both the process of engaging, understandable presentation and the content of accurate, relevant, descriptive presentation for an effective presentation product.
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Resources

How to create a video journal <http://www.wikihow.com/Make-a-Video-Journal>

Creating podcasts <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>

Oral presentation ideas http://www.ehow.com/list_5997047_creative-oral-presentation-ideas.html

Presentation rubrics <http://www.rubrics4teachers.com/presentation.php>

Cluster 2 NJDOE Technology Toolkit <http://www.state.nj.us/education/cces/sr/tech.htm>

- *Voice Thread*
- *Glogster*
- *Skype*

Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>

Smarter Balanced <http://www.smarterbalanced.org>

Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>

Sample units <http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

Word Clouds <http://www.wordle.net/>

Web 2.0 Presentation tools for students: <http://cooltoolsforschools.wikispaces.com/Presentation+Tools>

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Section J
Language
Grade 7

Language Standards		Grade 7
Conventions of Standard English: CCR Anchor Standards 1-2 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
Essential Questions		Enduring Understandings
How can writers use the power of conventions to improve the traits of good writing?		Conventions of language help writers convey their message and help readers understand what is being communicated.
Grade Level Standards		Classroom Applications
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* L.7.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.		Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i> . The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i> , <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx L.7.1 Knowledge: Recognize phrases and clauses Knowledge: Identify compound-complex sentences Knowledge: Identify misplaced and dangling modifiers Knowledge: Identify strategies to improve expression in language Demonstration: Demonstrate command of standard English grammar and usage when writing Demonstration: Explain the function of phrases and clauses in general and in specific sentences Demonstration: Choose the best type of sentence for signaling relationships among ideas Demonstration: Correct misplaced and dangling modifiers Demonstration: Demonstrate command of standard English grammar and usage when speaking Demonstration: Choose phrases and clauses correctly when speaking Demonstration: Select and combine sentences to show relationships

between/among speaking

Demonstration: Correct misplaced and dangling modifiers

L.7.2

Knowledge: Apply correct capitalization, punctuation, and spelling

Knowledge: Use a comma to separate coordinate adjectives

Knowledge: Know that coordinate adjectives describe the same word or term

Demonstration: Recall and apply spelling rules

Instructional Guidance

To assist in meeting this standard, teachers may:

- refer to ELA Common Core Standards Appendix A pgs.28-43.
- use a gradual release model of responsibility. (See web resources for explicit information regarding this model.)
- provide opportunities for students to practice writing for sustained amounts of time every day, so that they can refine and deepen their knowledge of the conventions.
- seek opportunities during the writing process to engage students in authentic convention practices that are embedded in the student's intentions as writers: care about their writing and audience, and their desire to have readers read their writing in a certain way.
- provide direct instruction in written conventions, and model their own writing and thinking.
- teach the conventions explicitly, but not as absolutes.
- read aloud to their students various types of text so that they can hear the cadence of language, this will afford them the opportunity to think about how they want their own writing to sound.
- develop students' abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- seize teaching point opportunities that arise from student writing.
- post teaching point in the room after it's taught so students can refer to

it.

- teach students to say why they made some of the punctuation choices they did, and how certain mentor poets informed their decisions.
- hold students accountable for grammar/conventions upon completion of units of study.
- provide optimal learning conditions based on Cambourne's research(1988) which identifies conditions for learning: Immersion, Demonstration, Expectations, Responsibility, Approximation, Practice, Engagement, Response. See Janet Angellilo's chart in *A Fresh Approach To Teaching Punctuation pg9* for ways to incorporate Cambourne's principles for these standards.
- provide a "workshop" environment (mini-lesson, work time/conferences, feedback/share) to create conditions for students to construct their own knowledge. "The use of the English language is a skill to be developed, not content to be taught, and it is best learned through active and purposeful experience with it." (Calkins, 1994).
- develop a framework for teaching grammar throughout the writing process. (See Constance Weaver's framework pg.9 *The Grammar Plan Book A Guide to Smart Teaching*)

To meet this standard, students may:

- write daily.
- write daily for real audiences.
- read authentic text every day.
- "try out" a particular type of punctuation.
- apply spelling patterns and structural analysis to spell unfamiliar words.
- conduct punctuation/grammar inquiries.
- consult dictionary, thesaurus and online resources.
- study other writers.
- revise punctuation and grammar with meaning in mind.
- confer with other writers.
- self assess their writing using rubrics.
- ask partners to talk about what a sentence's punctuation/grammar accomplishes for the readers.

- write plans for improving their punctuation work and use those plans for measuring their growth.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer’s notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published.
- Collect dictation and study it.
- Accumulate each student’s writing over the year and keep it in a folder for periodic evaluation.

Resources

District Unit Plans:

Tasks/Activities:

Professional Books:

- Bringing Words to Life*, Beck, McKeown and Kucan
- Teaching Grammar in Context*, Constance Weaver
- The Grammar Plan Book*, Constance Weaver
- Practical Punctuation*, Dan Feigelson
- Getting Grammar: 150 Ways to Teach an Old Subject*, Topping & Hoffman
- A Fresh Approach to Teaching Punctuation*, Janet Angelillo
- The No-Nonsense Guide to Teaching Writing*, Shelly Harwayne
- Wondrous Words*, Katie Wood Ray
- Words Their Way*, Bear, Invernizzi, Templeton and Johnston
- A Note Slipped Under the Door: Teaching from the Poems We Love*, Nick Flynn/Shirley McPhillips
- Awakening the Heart: Exploring Poetry in Elementary and Middle School*, Georgia Heard
- Punctuation Power: Punctuation and How to Use It*, Marvin Terban
- The Elements of Style*, by William Strunk, Jr./E.B. White

A Dictionary of Modern English Usage, H.W. Fowler

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Knowledge of Language Standard 3:	
3. 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.	
Essential Questions	Enduring Understandings
What do I need to know about language to read, write, listen and speak more effectively in a variety of contexts?	Studying language conventions as a reader helps us to understand how a writer uses language/conventions to convey their ideas powerfully.
Grade Level Standards	Classroom Applications
<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.7.3</p> <p>Knowledge: Recognize language conventions for writing, speaking, reading and listening</p> <p>Knowledge: Recognize precise and concise language</p> <p>Reasoning: Apply language knowledge when writing, reading and listening</p> <p>Reasoning: Apply knowledge of language conventions when writing, reading and listening</p> <p>Reasoning: Use precise and concise language to eliminate wordiness and redundancy when writing</p> <p>Demonstration: Use knowledge of language when speaking</p> <p>Demonstration: Use knowledge of language conventions when speaking</p> <p>Demonstration: Use precise and concise language to eliminate wordiness and redundancy when speaking</p>

Instructional Guidance

To assist in meeting this standard, teachers may:

- develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- use a gradual release model of responsibility (see web resources for explicit information regarding this model.)
- develop effective word explanations that explain the concept(s) of language that is readily accessible to students.
- develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness.
- demonstrate how authors combine words in powerful ways to enhance meaning and imagery.
- model how a specific combination of words can effect meaning.
- celebrate and discuss examples of beautifully written language.
- find descriptive language and add it to the wall of the classroom.
- use poetry as an access point to instruct the standards.
- provide explicit instruction that probes the deep connections between ideas/words and content/reading and discussion.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness. (Sentence combining technique....see Writing Next Report—link provided in web resources.)
- refer to ELA Common Core Standards Appendix A pgs.28-43.

To meet this standard, students may:

- write daily.
- read authentic text every day.
- experiment with a particular type of punctuation.
- locate several longer passages of text where the authors use punctuation to aid the reader's ability to follow the text.

- approximate new learning in their writer’s notebook.
- envision uses for new learning in writing.
- revise and edit their writing based upon their new learning.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer’s notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published
- Collect dictation and study it
- Accumulate each student’s writing over the year and keep it in a folder for periodic evaluation

Resources

District Unit Plans:

Tasks/Activities:

Professional Books:

Wondrous Words, Katie Wood Ray

Cracking Open the Author’s Craft: Breaking the Code, Lester Laminick

The No-Nonsense Guide to Teaching Writing, Shelly Harwayne

Teaching the Qualities of Writing, Portalupi & Fletcher

Mentor Author, Mentor Texts, Ralph Fletcher

Mentor Texts: Teaching Writing Through Children’s Literature K-6, Dorfman&Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8. Dorfman&Cappelli

I can write like that! A Guide to Mentor Texts and Craft Studies for Writers’ Workshop, K-6. Ehmann&Gayer

10 Things Every Writer Needs to Know, Jeff Anderson

Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts, Kelly Gallagher

Web resources:

<http://www.rubrician.com/writing.htm>
<http://www.rubrics4teachers.com/writing.php>
<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)
http://reading.ecb.org/downloads/itb_GradualRelease.pdf
http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf
<http://www.all4ed.org/files/WritingNext.pdf>

Vocabulary Acquisition and Use Standard 4-6:

4. 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.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
What does it mean to know a word and all its shades of meaning—in verbal and written language?	<p>A variety of strategies are used to determine and clarify the meaning of unknown words or phrases.</p> <p>Word choice influences meaning: context influences word choice.</p>
Grade Level Standards	Classroom Applications
<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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 or its part of speech. 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>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge, Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.7.4</p> <p>Knowledge: Identify multiple-meaning words and phrases Knowledge: Identify grade appropriate roots and affixes Knowledge: Recognize strategies for finding meanings of unknown words Reasoning: Determine/clarify the meaning of words using context clues Reasoning: Determine/clarify the meaning of words using Greek and Latin affixes and roots Reasoning: Choose from a range of vocabulary strategies to determine a word’s meaning Reasoning: Verify preliminary determination of a word’s meaning inferred meaning in context or a dictionary</p>

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literacy, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Demonstration: Use print and digital reference materials to find pronunciation

Demonstration: Use print and digital reference materials to determine or clarify precise meaning

Demonstration: Use print and digital reference materials to identify meaning, a word's part of speech

L.7.5

Knowledge: Interpret figurative language

Knowledge: Know the different types of relationships of words

Knowledge: Recognize the meaning of the terms connotation (associations) and denotation (definitions)

Reasoning: Analyze text to locate figures of speech

Reasoning: Analyze the relationship between particular words

Reasoning: Distinguish among the connotations of words with similar denotations

L.7.6

Knowledge: Identify general academic and domain-specific words and phrases

Knowledge: Gather vocabulary knowledge important to comprehension or expression

Reasoning: Accurately use words important to the comprehension of academic and domain-specific words

Reasoning: Apply vocabulary knowledge when considering words important to comprehension of expression

Reasoning: Select appropriate resources to aid in gathering vocabulary knowledge

Instructional Guidance

To assist in meeting this standard, teachers may:

- refer to ELA Common Core Standards Appendix A pgs.28-43.
- use a gradual release model of responsibility. (See web resources for

- explicit information regarding this model.)
- make word meanings explicit and clear by providing definitional and contextual information about the word's meaning.
 - provide multiple exposures to meaningful information about words.
 - provide time for students to engage in reading and writing so that they can develop fast and accurate perceptions of word features, and to have multiple opportunities to examine those same words out of context.
 - teach students the skills to infer word meaning information through the contexts they read.
 - teach students that words can have more than one meaning.
 - demonstrate word associations.
 - develop student-friendly explanations or create instructional contexts for discussing word meanings.
 - get students actively involved with thinking and using the meanings of new words right away.
 - have students provide an explanation for their choice of words.
 - link new words to words they already know.
 - actively involve students in learning word meanings.
 - engage students in discussions about situations that a word would describe or to consider instances when the new word would be an appropriate choice.
 - be cognizant that vocabulary can be acquired through incidental learning.
 - teach vocabulary both directly and indirectly.
 - target words that are within students proximal development.
 - establish print rich classrooms.
 - show how vocabulary is assessed and evaluated can have differential effects on instruction.
 - demonstrate how computer technology can be used to teach vocabulary.
 - demonstrate ways to convey word-meaning information through both instructional and natural context.
 - foster word inquiries in mentor texts.
 - allow time for oral language development via discourse.

- plan for repetition and multiple exposures to vocabulary; it's paramount.
- use read-alouds, fiction/non-fiction, to foster vocabulary acquisition of general academic, conversational and domain-specific words and phrases. (Tier One, Two and Three Vocabulary see appendix A ELA Standards)

To meet this standard, students may:

- read and be exposed to wide ranges of text at various complexity levels.
- discover word associations and articulate word connections.
- use graphic organizers to build word webs.
- create contexts around the meaning of a word.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer's notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published.
- Collect dictation and study it
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation.
- See exemplars ELA Common Core Standards Appendix A
- Written assessments
- Multiple choice tests
- Have students present items that distinguish between an example of a word and a non-example of a word.
- Place word phrases on a word line that represents a continuum, and have them explain the placement of the various words.
- Word sorts

- Continuum of stages for the degree of word knowledge: (Dale, O'Rourke, and Bamman, 1971)
 - having never seen or heard the word
 - having heard the word, but not knowing what it means
 - recognizing the word in context
 - knowing and using the word
- Five dimensions of vocabulary knowledge: (*Word Wise Content Rich* p.8)
 - generalization through definitional knowledge
 - application through correct usage
 - breadth through recall of words
 - precision through understanding of examples and non-examples
 - availability through use of vocabulary in discussion (Cornbach 1942, cited in Graves 1986)

Resources

District Unit Plans:

Professional Books:

Bringing Words to Life, Beck, McKeown & Kucan

Accelerated Vocabulary Instruction, Nancy Akhavan

Wondrous Words, Katie Wood Ray

Cracking Open the Author's Craft: Breaking the Code, Lester Laminick

Units of Study for Teaching Writing, Grades 3-5; Raising the Quality of Narrative Writing, Calkins & Kessler

Teaching the Qualities of Writing, Portalupi & Fletcher

Word Wise Content Rich, Fisher and Frey (grades 7-12.... lots of good pedagogy)

Words Their Way, Bear, Invernizzi, Templeton and Johnston

10 Things Every Writer Needs to Know, Jeff Anderson

Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts, Kelly Gallagher

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Section K
Reading Literature
Grade 8

Reading Standards for Literature		Grade 8
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
<ol style="list-style-type: none"> 1. 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 		
Essential Questions	Enduring Understandings	
Why is it important to pay attention to the elements and the details of the story?	Story elements help readers make sense of story.	
Grade Level Standards	Classroom Applications	
<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.8.1 Knowledge: Identify explicitly stated key ideas Knowledge: Identify evidence that strongly supports the key idea Knowledge: Recognize the difference between inference and what is explicitly stated Reasoning: Make inferences about what a text says but is not directly stated Reasoning: Evaluate evidence about what most strongly supports key ideas Reasoning: Cite evidence used to make inferences about text</p> <p>RL.8.2 Knowledge: Understand theme and central idea of a text Knowledge: Know the literary elements (characters, setting, plot) Knowledge: Objectively summarize a text Reasoning: Analyze the development of a theme or central idea over the course of a text</p>	

Reasoning: Analyze the relationship between the theme and literary elements of the text
Demonstration: Provide an objective summary of the text

RL.8.3

Knowledge: Identify elements of literature dialogue

Knowledge: Identify elements of literature plot

Knowledge: Identify elements of literature characterization

Reasoning: Analyze lines of dialogue for propelling action

Reasoning: Analyze lines of dialogue for revealing characters

Reasoning: Analyze lines of dialogue for provoking decisions

Reasoning: Analyze incidents for propelling action

Reasoning: Analyze incidents for revealing character

Reasoning: Analyze incidents for provoking decisions

Instructional Guidance

District Approach to Teaching Reading

- Follow a Reader's Workshop approach. This structure is separated into several components.
 - Mini-lesson: Direct, explicit instruction on a reading skill/strategy
 - Independent Reading Time: Students spend time in their books applying the skill/strategy
 - Conferring: This is a time for the student and teacher to have 1:1 time to focus on specific skills/strategies that are specific to the student's individual needs
 - Group work/guided reading: This is a time when the teacher may pull groups of students to work on a skill/strategy that is specific to the group's needs
 - Share: At the end of the lesson, the teacher provides opportunities to share what was learned (closure)

To assist in meeting these standards, teachers may:

- use models to provide students an opportunity to see what is expected of them during Reader's Workshop.
- model strategies through Read Alouds.
- read alouds, and scaffold talk during *accountable talk* segments.
- engage students in *accountable talk*.

Accountable talk should be evident throughout weekly plans in each unit. *Accountable talk* often begins during a read aloud time where the teacher models how to think about reading. The teacher talks aloud about critical points in the story that he/she wants students to think more deeply about an idea. Often, the teacher will stop at a significant point in the story and ask students to *turn and talk* about what that idea or part of the story means to him/her.

Students must be taught how to engage in *accountable talk*. As students learn how to do this via partner talk, we continue to move forward with whole class discussion, teaching students to hold onto one idea throughout the discussion by using discussion prompts such as: *I agree with you, I can add on to that, I disagree with you, One example might be*, etc. This builds a foundation for more meaningful discussions in partnerships and book clubs later on in the year.

To fully develop the teaching points below, it is important to tie these standards to the speaking and listening standards outlined in the Common Core “*students must have ample opportunities to take part in rich, structured conversations-as part of whole class, in small groups, and with a partner*”. Provide opportunities to model talk during read alouds, and scaffold talk during *accountable talk* segments.

No one teaching point stands alone. These points are integrated throughout lessons, units, and across the year. The explicit nature of each teaching point is to help you when planning mini-lessons, conferences, or small group lessons

To assist in meeting these standards, students may:

- use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify thinking.
- learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text.
- record how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety.
- use a *story map* as a guide to outlining the story’s thematic development.
- sort textual evidence and use strongest segments; specifically, those which directly connect with and uphold the central idea or theme .

College and Career Readiness (CCR) Anchor Standards for Reading	
Craft and Structure: CCR Anchor Standards 4-6	
<p>4. 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.</p> <p>5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and the style of a text</p>	
Essential Questions	Enduring Understandings
Why is it important to pay attention to the literary elements, the details, and the point of view?	<p>Authors are deliberate in their choice of language and structure.</p> <p>In literature, there are multiple points of view: the author, the reader, the narrator, and the character (s).</p>
Grade Level Standards	Classroom Applications
<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.8.4 Knowledge: Identify figurative and connotative words and phrases Knowledge: Identify meaning and tone of a text Knowledge: Identify specific words that impact meaning and tone Knowledge: Identify analogies Knowledge: Identify allusions to other texts Reasoning: Determine the figurative and connotative meanings of words and phrases as they are used in the text Reasoning: Analyze the impact of word choices, analogies, and allusions on meaning and tone</p> <p>RL.8.5 Knowledge: Identify structural elements of two or more texts Reasoning: Compare and contrast the structure of two literary texts</p>

Reasoning: Analyze how the structure of each text contributes to its meaning and style

RL.8.6

Knowledge: Determine the author’s point of view or purpose

Knowledge: Identify evidence the author uses to support his/her characters’ viewpoint/purpose

Knowledge: Identify conflicting evidence or viewpoints presented in a given text

Reasoning: Compare and contrast the author’s evidence and/or viewpoints to conflicting evidence and/or viewpoints

Reasoning: Analyze the techniques the author uses to respond to conflicting evidence

Reasoning: Support your analysis with examples

Instructional Guidance

To assist in meeting these standards, teachers may:

- use models to provide students an opportunity to see what is expected of them during Reader’s Workshop.
- model strategies through Read Alouds.
- engage students in *accountable talk*
- tie these standards to the speaking and listening standards outlined in the Common Core “*students must have ample opportunities to take part in rich, structured conversations-as part of whole class, in small groups, and with a partner*”. Provide opportunities to model talk during read alouds, and scaffold talk during *accountable talk* segments.
- integrate teaching points throughout lessons, units, and across the year. The explicit nature of each teaching point is to help when planning mini-lessons, conferences, or small group lessons.

To assist in meeting these standards, students may:

- maintain a log of vocabulary, including figurative language, and how it impacts the story
- map out differing viewpoints and discuss those techniques writers use in order to experiment with and manipulate point of view

College and Career Readiness (CCR) Anchor Standards for Reading	
Integration of Knowledge and Ideas: CCR Anchor Standards 7-9	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
8. 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. (N/A to literature)	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Essential Questions	Enduring Understandings
Why do we view literature in a variety of ways? How are current works of literature influenced by previous writings?	Different artistic choices help us understand an author’s viewpoint. Movies and plays are artistic interpretations of literature. Recursive themes in literature reflect the human condition, and have existed throughout time.
Grade Level Standards	Classroom Applications
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i> . The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i> , <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx
RL.8.8 (Not applicable to literature)	
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
	RL.8.7 Knowledge: Recognize choices directors and actors make Knowledge: Define evaluate Reasoning: Compare and contrast the text of a story or drama and the live or filmed production Reasoning: Analyze the faithfulness or departure between the text of a story or drama and the live or filmed production Reasoning: Evaluate the outcome/impact of choices made by directors and actors RL.8.8 N/A RL.8.9

Knowledge: Identify theme
Knowledge: Identify patterns of events
Knowledge: Identify character types
Reasoning: Compare and contrast themes in modern fiction to myth/traditional story/religious work
Reasoning: Compare and contrast character types in modern fiction to myth/traditional story/religious work
Reasoning: Evaluate how myths, traditional stories, or religious works are rendered

Instructional Guidance

To assist in meeting these standards, teachers may:

- use models with multiple mentor text.
- model strategies through Read Alouds.
- tie these standards to the speaking and listening standards outlined in the Common Core “*students must have ample opportunities to take part in rich, structured conversations-as part of whole class, in small groups, and with a partner*”. Provide opportunities to model talk during read alouds, and scaffold talk during *accountable talk* segments.
- engage students in *accountable talk*.
- coordinate with the social studies teachers to develop an interdisciplinary unit

To assist in meeting these standards, students may:

- view short clips that portray a scene from a text and compare/contrast the same scene in written form
- attend a performance of a play and compare/contrast
- listen to audio versions and discuss the narrator’s impact on the tone/perceived meaning
- participate in interdisciplinary projects with World History

College and Career Readiness (CCR) Anchor Standards for Reading	
Range of Reading and Level of Text Complexity: CCR Anchor Standard 10	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Essential Questions	Enduring Understandings
Why do I need to read varied and complex text?	We learn by reading more complex and varied text.
Grade Level Standards	Classroom Applications
<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently.</p>	<p>Text Complexity <i>One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers (commoncore.org).</i></p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RL.8.10 Knowledge: Identify/understand key ideas and details Knowledge: Identify/understand craft and structure Knowledge: Identify/understand integration of knowledge Reasoning: Comprehend key ideas and details Reasoning: Comprehend craft and structure</p>

Instructional Guidance

Common Core Text Complexity Levels

Grade Band	Lexile (L) Range
K–1	N/A*
2–3	450–790
4–5	770–980
6–8	955–1155
9–10	1080–1305
11–CCR	1215–1355

Qualitative evaluation of the text

- Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text (Lexiles)

- Readability measures and other scores of text complexity

Matching reader to text and task

- Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Taken from Common Core Appendix A—see Appendix A for more detailed description of text complexity

Measures of Understanding for Reading for Literature

Students will be assessed for reading level via a standard type of assessment (Lexile, DRA, Fountas and Pinnell etc.).

- Students will maintain a reading log that contains a record of reading. From this, the teacher is able to see if the student’s amount of reading correlates with his/her ability. For example, if a student is reading a lower level book compared to his/her ability, then the teacher would expect that the book would be completed quickly. This log provides the teacher and the student with an opportunity to discuss reading habits, volume of reading, and one more lens to ensure reading level is being matched to independent reading.
- District benchmark assessments should provide grade level reading material scaffolded across the year (Fountas and Pinnell and Columbia Teacher’s College are good resources to see “typical grade level” benchmarks in fall, winter, and spring to help guide appropriate benchmark tests). There are a variety of digital tools available to assess Lexile levels. Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.
- Using a variety of texts, students will answer questions similar to those provided in the *Common Core Standards for English Language Arts, Appendix B Text Exemplars and Performance Tasks*.

Skills addressed in grades six through eight:

- Summarize the development of the character and analyze its connection to themes noting how it is conveyed through characters, setting, and plot [RL.8.2]
- Compare and contrast fictional to historical accounts of the same period in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real [RL.7.9]
- Cite explicit textual evidence as well as draw inferences to support analysis of story [RL.6.1]
- Explain how author’s choice of words develops the point of view [RL.6.6]
- Analyze how playwrights use particular elements of drama (e.g., setting and dialogue) to create dramatic tension [RL.7.3]
- Compare and contrast the effect poetry has on the reader from a multimedia dramatization of the event presented in an interactive digital map, analyzing the impact of different techniques employed that are unique to each medium [RL.6.7] (example of digital map <http://www.paulreverehouse.org/ride/real.html>)
- Analyze poetry to uncover analogies and allusions
- Analyze the impact of specific word choices by poets, and determine how they contribute to the overall meaning and tone of the poem [RL.8.4]
- Analyze the opening stanza of poetry and how this structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text[RL.6.5]

Resources

General Resources

Common Core Document : Appendix A (text complexity) and Appendix B Text Exemplars

The Common Core Institute, Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Lucy Calkins Curricular Plan for Reading Workshop Grade 8 (published by Heinemann)

Action Strategies for Deepening Comprehension, Jeffrey Wilhelm

Improving Comprehension with Think Aloud Strategies, Jeffrey Wilhelm

Comprehension Going Forward, Heinemann

Middle School Readers, Nancy Allison

To Understand, Ellin Oliver Keene

Mosaic of Thought Ellin Oliver Keene

Teaching Reading in the Middle School, Laura Robb

The Fluent Reader Timothy Rasinski

Shades of Meaning, Donna Santman

More Advanced Lessons in Comprehension Frank Serafini

Classroom Reading Assessments Frank Serafini

Comprehension and Collaboration Harvey Daniels

Thinking Through Genre Heather Lattimer

In the Middle Nancie Atwell

Conferring with Readers Jennifer Serravallo and Gravity Goldberg

Literature as Exploration Louise Rosenblatt

<http://www.readwritethink.org/>

<http://readinglady.com/>

<http://www.mamkschools.org/education/components/scrapbook/default.php?sectiondetailid=5956>

<https://www.teachingchannel.org/videos/poetry-workstations>

http://www.heinemann.com/shared/onlineresources/E04210/Jago_Rigor_Chap8.pdf

Slide share—point of view <http://www.slideshare.net/jortiz11729/point-of-view-136040>

Multiple resources on point of view <http://woub.org/etseo/readwritetell/povext.htm>

http://www.heinemann.com/shared/onlineresources/E04210/Jago_Rigor_Chap8.pdf

Sample Units

<http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

www.commoncore.org/free

State Websites with Common Core Support

<http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/6.pdf>

http://wetserver.net/hcpsv3_staging/cc/common-core.jsp

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

<http://www.p12.nysed.gov/ciai/ela/elastandards/pubela.html>

Leveling

Lexile Leveling System: <http://www.lexile.com/>

Fountas and Pinnell <http://www.fountasandpinnelllevelledbooks.com/>

Scholastic Book Wizard: <http://www.scholastic.com/bookwizard/>

Common Core Appendix A

Reading Ladders, Teri Lesesne

Section L
Reading Informational Text
Grade 8

Reading Standards for Informational Text		Grade 8
College and Career Readiness (CCR) Anchor Standards for Reading		
Key Ideas and Details: CCR Anchor Standards 1-3		
<p>1. 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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
Essential Questions	Enduring Understandings	
How is the central idea developed in a text?	Authors of informational text state information explicitly and suggest information from which readers have to make inferences.	
How do readers gain information about individuals, events, and ideas important to informational text?	Understanding informational text may require readers to reread and analyze details.	
What is an objective summary?	Understanding the relationships between and among details is essential to comprehension of an informational text.	
Grade Level Standards	Classroom Applications	
<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.8.1 Knowledge: Recognize the difference in explicitly stated and inference information Reasoning: Determine supporting details for what is explicitly stated Reasoning: Determine supporting details for inferences made Reasoning: Make inferences about what is said in the text</p> <p>RI.8.2 Knowledge: Identify the central ideas of a text Knowledge: Identify ideas that support the central idea of a text</p>	

Reasoning: Determine the relationship between the central ideas and supporting ideas
Reasoning: Analyze the development of the central ideas over the course of the text
Demonstration: Provide an objective summary of the text

RI.8.3

Knowledge: Define compare and contrast

Knowledge: Define analogies

Reasoning: Define categorization

Reasoning: Identify individuals, events and ideas in a text

Reasoning: Compare how individuals, ideas and events are connected

Reasoning: Contrast the distinctions between individuals, ideas and events

Instructional Guidance

To assist in meeting this standard, teachers may:

- create text-dependent questions
- teach proficient reading strategies:
 - assimilating prior knowledge
 - rereading to clarify information
 - seeking meaning of unknown vocabulary
 - making and revising predictions
 - using critical and divergent thinking and assimilating prior knowledge to draw conclusions
 - making connections and responding to text
 - model close reading through read-aloud
 - conference with students individually and in small groups
 - establish student learning-partnerships

To assist in meeting this standard, students may:

- make inferences about content, concrete ideas and author's decisions in a text
- identify/cite appropriate text support for inferences about content, concrete ideas and author's decisions in a text
- differentiate between strong and weak textual support
- use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read

- make critical or analytical judgments to make generalizations
- create self-motivated interpretations of text that are adapted during and after reading
- draw conclusions about details and events in a text
- analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis
- identify the text structure in an informational text
- determine a central idea in an informational text
- describe or graphically represent the relationship between a central idea and supporting ideas
- explain the relationship of the central idea to the supporting ideas in an informational text
- analyze the development of the central idea over the course of an informational text, including its relationship to supporting ideas
- summarize the main ideas objectively in an informational text, capturing the most important parts of the piece
- determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- differentiate between specific details and key ideas, individuals, events, etc.
- identify and describe (or graphically represent) connections among/distinctions between individuals, ideas, events
- identify linking words/phrases that signal connections among/distinction between individuals, ideas, events/
- use text details to analyze *how* authors connect and distinguish between and among individuals, ideas, and events in informational text
- analyze how a text (author) makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

Measures of Understanding

- Students will identify what they learned about the authors from the biographies, autobiographies, letters, or interviews, comparing how much of the author’s experience was visible in the author’s text (product) after learning more about him/her? In their explanation (oral or written) students will establish a plan for locating credible and reliable information. (RI.8.1)
- Students *provide an objective summary* of a text. They *analyze how the central idea is conveyed through supporting ideas and developed over the course of the text.* (RI.8.2)
- Students *analyze in detail how* the early years of a person in history (as related by his or her biographer) contributed to him or her later achieving his or her life accomplishment(s), attending to how the author *introduces, illustrates, and elaborates* upon the events in that person’s life. (RI.8.3)

- Teacher’s College Reading and Writing Project Performance Assessment Grade 8
<http://readingandwritingproject.com/resources/assessments/performance-assessments.html> (RI.8.1 and RI.8.2)

Resources

“Scaling Back to Essentials: Scaffolding Summarization with Fishbone Mapping <http://www.readwritethink.org/classroom-resources/lesson-plans/scaling-back-essentials-scaffolding-277.html>

Engage New York: Common Core in ELA/Literacy, Shift 4 Text Based Answers <http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers/>

“A Guide to Creating Text Dependent Questions for Close Analytic Reading”, <http://www.achievethecore.org/steal-these-tools/text-dependent-questions>

Common Core Curriculum Maps, <http://commoncore.org>

The Hunt Institute: “Text Dependent Analysis in Action” (video)

http://www.youtube.com/watch?v=Ho_ntaYbL7o&list=PL9F9C431FF82A15B5&index=7&feature=plpp_video

Teacher’s College Reading and Writing Project <http://readingandwritingproject.com/resources/assessments.html>

The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Common Core Curriculum Maps, <http://commoncore.org>

Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

College and Career Readiness (CCR) Anchor Standards for Reading	
Craft and Structure: CCR Anchor Standards 4-6	
<p>4. 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.</p> <p>5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
Essential Questions	Enduring Understandings
<p>Why do readers need to pay attention to a writer's choice of words?</p> <p>How does understanding a text's structure help the reader to understand its meaning?</p> <p>How does an understanding of different points of view help the reader to gain knowledge and information?</p>	<p>Words powerfully affect meaning.</p> <p>Text structures provide predictable frameworks for the reader.</p> <p>Informational texts contain purposeful language, search tools, and various text features to help readers locate key facts or information. Different parts of the text can be used to help understanding.</p> <p>An author's focus/viewpoint may differ from that of the reader and/or other authors.</p>
Grade Level Standards	Classroom Applications
<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.8.4</p> <p>Knowledge: Identify figurative, connotative and technical words and phrases</p> <p>Reasoning: Identify words and phrases that include analogies and allusions to other texts</p> <p>Reasoning: Determine the meaning of figurative connotative and technical words and phrases</p> <p>Reasoning: Analyze the impact of word choice on meaning and tone</p> <p>Reasoning: Analyze the impact of analogies and allusions to the meaning and tone of other texts</p>

RI.8.5

Knowledge: Identify different roles of sentences

Knowledge: Identify the structure of a specific paragraph in an informational text

Reasoning: Analyze the role that a particular sentence plays in developing and refining the key concept

Reasoning: Analyze the structure of specific sentences in developing a paragraph

Reasoning: Determine the author's point of view or purpose

RI.8.6

Knowledge: Identify evidence the author uses to support his/her viewpoint or purpose

Knowledge: Identify conflicting evidence or viewpoints presented in a given text

Reasoning: Compare and contrast the author's evidence and/or viewpoints to any conflicting evidence and/or viewpoints

Reasoning: Analyze the techniques the author uses to respond to conflicting evidence

Reasoning: Support your analysis of evidence with examples

Instructional Guidance***To assist in meeting this standard, teachers may:***

- model close reading of a text, introducing new vocabulary, examining specific word meaning for the passage.
- Create “cloze” outlines, leaving out key words in text features to infer key facts.

To assist in meeting this standard, students may:

- read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
- use context clues to help unlock the meaning of unknown words/phrases
- determine the appropriate definition of words that have more than one meaning
- differentiate between literal and non-literal meaning
- identify and use domain-specific terms
- identify and interpret figurative language and literary devices
- explain how figurative language enhances and extends meaning
- explain the impact of specific language choices by the author
- explain how authors use language choices to create an effect
- analyze how specific language choices impact meaning and tone, including analogies or

	<p>allusions to other texts</p> <ul style="list-style-type: none"> • determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts • analyze connections between text features and the text’s purpose/central idea • analyze connections between author’s choice of text structure and the text’s purpose/central idea • analyze how structure and/or features enhance text’s purpose/central idea • analyze the relationship between text organization and development of ideas • analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept • explain the author’s overall purpose for writing a text • explain how the author’s choices reflect his/her viewpoint, focus, attitude, position or bias • identify the author’s position in a text • explain how the author controls what the reader knows in a text • identify if and how conflicting evidence or viewpoints are addressed in a text • analyze how the author acknowledges and responds to/ignores conflicting evidence or viewpoints • determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
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Measures of Understanding

- Students *determine the figurative and connotative meanings* of academic and domain specific *words* and phrases. *Students will analyze how specific word choices* and diction impact the *meaning and tone* of an author’s writing and the characterization of the individuals and places the author describes. (RI.8.4)
- Students identify the overall structure of ideas, concepts, and information in a informational text and compare and contrast that scheme to the one employed by another text. (RI.8.5)
- Students *determine the point of view* of an author and *analyze how the author distinguishes* his position *from* an alternative approach articulated by a different author. (RI.8.6)

Resources

Engage New York: Common Core in ELA/Literacy, Shift 6 Academic Vocabulary <http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/>

The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>
Common Core Curriculum Maps, <http://commoncore.org>

Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

VisuWord, an online graphical dictionary <http://www.visuwords.com>

Spelling inventories and word lists: Teacher's College Reading and Writing Project

http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/spelling/spelling_upper_directions.pdf

Spelling City website, <http://www.spellingcity.com>

Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>

Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks Common Core Curriculum Maps,

<http://www.corestandards.org/the-standards>

Bringing Words to Life by Isabel Beck, Margaret G. McKeown, and Linda Kucan

Close Reading: Engage New York, Middle School ELA Curriculum Video: Close Reading of a Text: MLK "A Letter from Birmingham Jail"

<http://engageny.org/resource/close-reading-of-text-mlk-letter-from-birmingham-jail/>

College and Career Readiness (CCR) Anchor Standards for Reading	
Integration of Knowledge and Ideas: CCR Anchor Standards 7-9	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
8. 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.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Essential Questions	Enduring Understandings
How do graphics help support an understanding of informational text?	Using multiple texts, readers construct meaning through details and illustrations included in an informational text.
What makes an article relevant and sufficient?	The structure of reasoning and evidence is the foundation for argument and persuasion.
How does a reader integrate information from two conflicting articles about the same subject?	Multiple organizational structures support the integration of information.
Grade Level Standards	Classroom Applications
<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.8.7 Knowledge: Identify different mediums including print, digital, video and multimedia Knowledge: Define evaluate Reasoning: Evaluate the advantages and disadvantages of using print in a presentation Reasoning: Evaluate the advantages and disadvantages of using digital in a presentation Reasoning: Evaluate the advantages and disadvantages of using video in a presentation Reasoning: Evaluate the advantages and disadvantages of using multimedia in a presentation</p>

RI.8.8

Knowledge: Use different medium

Knowledge: Define and identify relevant/irrelevant evidence in informational text

Knowledge: Define and identify sufficient/insufficient evidence in informational text

Knowledge: Define and identify sound/unsound reasoning in informational text

Knowledge: Delineate the argument and specific claims of a text

Reasoning: Classify evidence as relevant/irrelevant informational text

Reasoning: Classify reasoning as sound/unsound in informational text

Reasoning: Classify evidence as sufficient/insufficient in informational text

Reasoning: Evaluate an argument in a text based on sound reasoning and relevant and sufficient evidence

RI.8.9

Knowledge: Identify differences or conflicting information between two texts

Knowledge: Recognize facts or interpretations

Knowledge: Identify criteria for analyzing texts

Reasoning: Analyze two or more texts for conflicting information as to how the texts disagree in facts of interpretations

Instructional Guidance***To assist in meeting this standard, teachers may:***

- model how to anticipate an author's stance and appropriate questioning of that stance.
- deepen students engagement with conflicting sources
- create "Flip Video" lessons integrating text and media <http://ed.ted.com>

To assist in meeting this standard, students may:

- identify how text/media present information
- identify aspects of text/media that reveal an author's purpose/intention
- analyze the advantages and disadvantages of different media
- evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
- differentiate between fact and interpretation
- identify the conflicting information, facts, interpretations
- describe the authors' overall purposes for writing texts

- identify the authors' positions in texts
- describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases
- describe how the author's choices shape the content and presentation
- compare and contrast one author's presentation of events with that of another and formulate conclusions
- analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

Measures of Understanding

- Students *integrate* the *quantitative or technical information expressed* in a text with the information conveyed by the *diagrams and models* the author *provides*, developing a deeper understanding of the content. (RI.8.7)
- Students *evaluate* the *argument and specific claims* about a specific concept or claim in a text *assessing the relevance and sufficiency of the evidence and the validity of his reasoning*. (RI.8.8)
- Students construct a holistic picture of the history of a place by *evaluating the authors' intentions when presenting the information gained from text and/or multimedia sources* available. (<http://ed.ted.com>). (RI.7.9)

Resources

The Common Core Institute Common Core State Standards Deconstructed <http://commoncoreinstitute.org/index.aspx>
 Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>
 Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks Common Core Curriculum Maps, <http://www.corestandards.org/the-standards>
 Common Core Curriculum Maps, <http://commoncore.org>
 Delaware Department of Education, http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml
 TED ED: Lessons Worth Sharing <http://ed.ted.com>

College and Career Readiness (CCR) Anchor Standards for Reading	
Range of Reading and Level of Text Complexity: CCR Anchor Standard 10	
10. Read and comprehend complex literary and informational texts independently and proficiently.	
Essential Questions	Enduring Understandings
<p>Why does a reader need to read more challenging informational texts?</p> <p>How do readers develop independence and proficiency?</p>	<p>Growth in reading comprehension comes from reading increasingly more challenging text.</p> <p>Independent and proficient readers consistently monitor their understanding of the text.</p>
Grade Level Standards	Classroom Applications
<p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>RI.8.10 Knowledge: Identify and understand key ideas and details Knowledge: Identify and understand craft and structure Knowledge: Identify and understand integration of knowledge Reasoning: Comprehend key ideas and details Reasoning: Comprehend craft and structure</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • model expectations for independent reading of complex informational texts. • design text-dependent questions and require text-based answers

To assist in meeting this standard, students may:

- practice reading strategies for proficient readers
- read a variety of nonfiction text including books, articles, both paper and digital independently.
- read to gain knowledge and information from text and digital sources.
- demonstrate understanding of assigned information texts of steadily increasing complexity.
- use self-selected informational texts to explore personal interests and learn about themselves as readers.
- set personal goals and conference regularly with adults to improve reading.

Measures of Understanding

- Student self-monitors using proficient reading strategies. (RI.8.10)
- Teacher administers running record using nonfiction text. (RI.8.10)
- Reading log and reading journal using nonfiction text. (RI.8.10)

Resources

Engage New York: Common Core in ELA/Literacy, Shift 3 Text Complexity “Staircase of Complexity” <http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity/>

Common Core State Standards for ELA, <http://www.corestandards.org/the-standards>

Common Core State Standards for ELA Appendix B: Text Exemplars and Performance Tasks <http://www.corestandards.org/the-standards>

Teacher’s College, Reading and Writing Project, Assessments: <http://readingandwritingproject.com/resources/assessments/reading-assessments.html>

Teacher’s College Reading and Writing Project Performance Assessment Grade 8

<http://readingandwritingproject.com/resources/assessments/performance-assessments.html>

The Common Core Institute Common Core State Standards Deconstructed, <http://commoncoreinstitute.org/index.aspx>

Section M
Writing Standards
Grade 8

Writing Standards		Grade 8
<p>Text Type and Purposes: CCR Anchor Standards 1-3</p> <p>1. Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		
Essential Questions	Enduring Understandings	
<p>Why write?</p> <p>How do writers communicate purposefully and clearly for various audiences and reasons?</p>	<p>We write to convince, inform, or entertain an audience or ourselves; many times writers use a blend of text types to accomplish their purpose.</p> <p>Writing is a vehicle for expressing thinking, solving problems, exploring issues, constructing questions and addressing inquiry.</p>	
Grade Level Standards	Classroom Applications	
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product and Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.8.1</p> <p>Knowledge: Identify an accurate, credible source</p> <p>Knowledge: Identify and explain phrases and clauses that create cohesion and clarify relationships</p> <p>Knowledge: Identify and explain alternate, counter, or opposing claims</p> <p>Knowledge: Identify relevant evidence</p> <p>Knowledge: Identify and explain argument</p> <p>Knowledge: Identify and explain a concluding statement</p> <p>Knowledge: Identify and explain formal style</p> <p>Reasoning: Determine how to introduce claims and acknowledge alternate or opposing claims</p> <p>Reasoning: Organize reasons and evidence logically</p>	

<p>d. Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> ▪ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ▪ Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples. ▪ Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. ▪ Establish and maintain a formal style. 	<p>Reasoning: Build support for claims using logical reasoning and relevant evidence</p> <p>Reasoning: Build support for claims by distinguishing between relevant and irrelevant evidence</p> <p>Reasoning: Evaluate sources for credibility and accuracy</p> <p>Reasoning: Create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence</p> <p>Reasoning: Plan a concluding statement following the argument</p> <p>Product: Write an argument to support claims with clear, logical reasons, and relevant evidence</p> <p>Product: Write an argument which introduces claims, acknowledges and distinguishes claim(s) from alternate or opposing claims</p> <p>Product: Write an argument which demonstrates logical organization of reasons and evidence</p> <p>Product: Write an argument which cites credible and accurate sources of information</p> <p>Product: Write an argument which demonstrates an understanding of the topic or text</p> <p>Product: Write an argument which uses words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons and evidence</p> <p>Product: Write an argument which establishes and maintains a formal style</p> <p>Product: Write an argument which provides a concluding statement that follows from and supports the argument presented</p> <p>W.8.2</p> <p>Knowledge: Identify a topic</p> <p>Knowledge: Identify transitions</p> <p>Knowledge: Identify precise language and domain-specific vocabulary</p> <p>Knowledge: Identify formal style</p> <p>Knowledge: Identify a conclusion for a topic that follows from and supports the information or explanation presented</p> <p>Reasoning: Organize ideas, concepts, and information into broader categories</p> <p>Reasoning: Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic</p> <p>Reasoning: Select appropriate and varied transitions to create cohesion and clarify relationships</p> <p>Reasoning: Determine precise language and domain-specific vocabulary</p> <p>Reasoning: Determine an effective, supportive conclusion for the topic or section</p> <p>Demonstration: Develop a topic with relevant, well-chosen facts</p> <p>Demonstration: Develop a topic using definitions, concrete details, quotations, examples, and other information</p>
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<ul style="list-style-type: none"> ▪ Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p>Demonstration: Apply formatting, graphics, and multimedia to aid comprehension</p> <p>Demonstration: Use appropriate and varied transitions to clarify the relationships among ideas and concepts and create cohesion</p> <p>Demonstration: Use precise language and domain-specific vocabulary</p> <p>Demonstration: Establish and maintain a formal style</p> <p>Demonstration: Provide an effective, concluding statement or section that supports the topic</p> <p>Product: Write informative/explanatory texts to examine a topic</p> <p>Product: Write informative/explanatory texts to convey ideas</p> <p>Product: Write informative/explanatory texts to explain concepts and information</p> <p>Product: Write with organization</p> <p>W.8.3</p> <p>Knowledge: Identify various points of view in narratives</p> <p>Knowledge: Identify narrative techniques such as dialogue, pacing, description, and reflection</p> <p>Knowledge: Recognize transition words, phrases, and clauses</p> <p>Knowledge: Recognize how authors use precise words/phrases to help readers visualize or sense the action</p> <p>Knowledge: Recognize how authors use description to help readers visualize or sense the action</p> <p>Knowledge: Recognize how authors use sensory details to help readers visualize or sense the action</p> <p>Knowledge: Identify various points of view in narratives</p> <p>Demonstration: Design and organize event sequences that unfold naturally and logically</p> <p>Demonstration: Use a variety of transitions to shift from one setting to another</p> <p>Demonstration: Analyze the relationships among experiences and events</p> <p>Demonstration: Use precise, descriptive, and sensory language to capture the action and to develop experiences and events</p> <p>Demonstration: Assemble a conclusion that reflects on experiences and events</p> <p>Product: Write a narrative that engages the reader</p> <p>Product: Write a narrative that establishes a context and point of view</p> <p>Product: Write a narrative that uses dialogue, pacing, and description to develop experiences, events, characters</p> <p>Product: Write a narrative that uses a variety of transitions to convey sequence and signal shifts</p> <p>Product: Write a narrative that uses appropriate precise, descriptive sensory language</p> <p>Product: Write a narrative that leads to a reflective conclusion</p>
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- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

District Approach to Teaching Writing

Follow a Writer’s Workshop instructional approach.

- Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the *connection, teach, active engagement* and *link*. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.
- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting these standards, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards’ Three Text Types* in order to build their own and students’ familiarity with each text type.
- read examples of texts which exemplify the genre of writing, craft and structure to be studied within a unit of study. Provide mentor texts and authors for students.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- model for students using their own thinking, experiences and writing.
- introduce students to a Writer’s Notebook. Foster the importance of the notebook for collecting ideas from their lives, try out strategies and craft in their notebooks, draft or revise pieces of their writing.
- help students develop a repertoire of skills for rehearsing and revising writing.
- demonstrate each step in the process of writing and confer with students as they go through the process.

- guide students in examining the rubrics which accompany genre specific writing and the NJHSR and assist them in setting goals for themselves to improve as writers.
- identify areas of strength and needs for students to target through conferences and strategy groups.
- facilitate opportunities for students to explore, develop and convey their ideas through writing in both narrative and expository structures.

In meeting these standards, students may:

- follow the steps in the cyclical process of writing: generate, nurture, draft, revise & edit, publish.
- study exemplary craft and writing structures of mentor authors.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*.
- use memories and experiences from their lives to write in both narrative and expository structures.
- develop and support opinions on an idea from the world around them or based upon a text or story read.
- become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.
- explore and experiment with effective strategies or techniques for elaboration, crafting leads and endings, transitioning, use of dialogue, emotions etc.
- craft personal narratives, realistic fiction stories, opinion/persuasive essays and/or letters in over both short and extended periods of time.
- write on-demand in response to given prompts.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 8, Informative/Explanatory; pg. 47 “Football”
- Student Sample: Grade 8, Informative/Explanatory; pg. 49 “The Old Man and the Sea”
- Student Sample: Grade 8, Narrative; pg. 52 “Miss Sadie”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
 - Persuasive writing
 - Explanatory Prompt Writing
 - Short opportunities for research
 - *Writing about Reading* opportunities
 - Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists
- Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others’ writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score). NJASK Scored. Student Samples can be used with these exercises.

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards’ Three Text Types*

Appendix C: *Samples of Student Writing*

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

8th Grade Writing Workshop Binder; FTS

Craft Lessons, by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar, by Mary Ehrenworth and Vicki Vinton

Making Revision Matter, by Janet Angelillo

What a Writer Needs, by Ralph Fletcher

The Conferring Handbook, by Lucy Calkins

“A Curricular Plan for the Writing Workshop, Grade 8”, 2011-2012 by Lucy Calkins

The No-Nonsense Guide to Teaching Writing, Judy Davis and Sharon Hill

Guiding Readers and Writers, by Irene Fountas and Gay Su Pinnell

Better Answers, by Ardith Davis Cole

Writing to the Prompt, by Janet Angellilo

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Production and Distribution of Writing: CCR Anchor Standards 4-6

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Questions	Enduring Understandings
<p>Why do we use the writing process?</p> <p>How can technology influence or support our work as writers?</p>	<p>Writing is a process that uses skills, strategies, and practices for planning, revising and editing a variety of texts.</p> <p>Technology provides tools and vehicles which promote efficient, polished processes and products.</p>
Grade Level Standards	Classroom Applications
<p>W.8.4 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.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach., focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.8.4</p> <p>Reasoning: Analyze the reason for writing to decide on task, purpose, and audience</p> <p>Reasoning: Determine suitable idea development strategies</p> <p>Reasoning: Determine suitable organization</p> <p>Reasoning: Determine suitable style</p> <p>Product: Produce writing clear and coherent with idea development</p> <p>Product: Produce writing clear and coherent with organization</p> <p>Product: Produce writing clear and coherent with style</p> <p>W.8.5</p> <p>Knowledge: Recognize how to plan, revise, edit, and rewrite</p> <p>Knowledge: Recognize how to try a new approach</p>

collaborate with others.

Reasoning: Determine how well the focus of the purpose has been addressed

Reasoning: Determine how well the focus of audience has been addressed

Demonstration: Develop and strengthen writing by planning, revising, editing, and rewriting

Demonstration: Develop and strengthen writing by trying a new approach

W.8.6

Knowledge: Identify publishing and collaboration options that use technology

Knowledge: Know how to collaborate effectively

Reasoning: Determine the best technology tools for producing and publishing writing appropriate to the purpose and audience

Reasoning: Determine the best technology options for communicating and collaborating with others for an intended purpose

Demonstration: Select technology to present information and ideas

Demonstration: Use technology (Internet) to produce, revise, edit, and publish writing

Demonstration: Use technology to interact and collaborate with others

Demonstration: Use technology to present information and ideas

District Approach to Teaching Writing

Follow a Writer's Workshop instructional approach.

- Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the *connection, teach, active engagement* and *link*. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.
- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- model strategies and techniques or revision.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- develop checklists for revision and editing for students to use independently and with a partner.
- support students' individual writing strengths through small groups and conferences.
- confer with students.
- assess students' keyboarding skills and afford time for practice.
- provide tools and opportunities for students to “fancy” their writing in Word, Publisher or Power Point. Use PhotoStory, Timeliner, Inspirations or a Glog as options for students to share their ideas and writing. Model use of such programs.

To meet this standard, students may:

- employ strategies learned for revision or editing.
- refer to and study a mentor author or text to enhance their own writing.
- utilize a checklist independently and/or with a partner to reflect upon writing and make revisions and edit.
- practice keyboarding skills. Use Microsoft Word, Publisher, Power Point to publish or “fancy” up their writing.
- use PhotoStory, Timeliner, Kidspirations, Glog to share their ideas, writing.
- use annotated student writing samples when learning how to improve writing in various genres. Refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing*
- set goals and work to achieve them.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft

- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR

Exemplars:

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 8, Informative/Explanatory; pg. 47 “Football”
- Student Sample: Grade 8, Informative/Explanatory; pg. 49 “The Old Man and the Sea”
- Student Sample: Grade 8, Narrative; pg. 52 “Miss Sadie”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive writing
- Explanatory Prompt Writing
- Short opportunities for research
- Writing about Reading opportunities
- Examining the New Jersey Holistic Scoring Rubric and other genre specific rubrics and checklists
Teachers and students should explore the registers and expectations set forth through the NJHSR, practice scoring their own and others’ writing, provide feedback to peers, accept constructive feedback from peers and the teacher and work to improve their work (score).

NJASK

Scored Student Samples can be used with these exercises.

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards’ Three Text Types*

Appendix C: *Samples of Student Writing*

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

8th Grade Writing Workshop Binder; FTS

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo
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The Conferring Handbook by Lucy Calkins
“*A Curricular Plan for the Writing Workshop, Grade 8*”, 2011-2012 by Lucy Calkins
The No-Nonsense Guide to Teaching Writing; Judy Davis and Sharon Hill
Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell
Better Answers by Ardith Davis Cole
Writing to the Prompt by Janet Angellilo

Rubric Resources:

<http://www.rubrician.com/writing.htm>
<http://ethemes.missouri.edu/themes/1747>
<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)
[https://www.measinc.com/nj/Downloads/NJASK/Criterion Based Holistic Scoring A Writing Handbook Grade 6.pdf](https://www.measinc.com/nj/Downloads/NJASK/Criterion%20Based%20Holistic%20Scoring%20A%20Writing%20Handbook%20Grade%206.pdf)
[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Research to Build and Present Knowledge: CCR Anchor Standards 7-9

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions	Enduring Understandings
<p>Why is credible and relevant evidence important to research and analysis?</p> <p>How are print and digital sources useful in gathering and sharing findings?</p>	<p>New information may influence a person’s idea, result in change of opinion or stance, enhance or inform one’s understanding.</p> <p>People rely on a variety of credible and reliable resources to obtain information.</p>
Grade Level Standards	Classroom Applications
<p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources; using search terms effectively: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.8.7</p> <p>Knowledge: Identify reliable sources of information</p> <p>Knowledge: Apply appropriate inquiry methods to conduct a research project</p> <p>Knowledge: Apply multiple avenues of exploration</p> <p>Reasoning: Determine which facts/examples best answer a question</p> <p>Reasoning: Draw conclusions about the validity of sources</p> <p>Demonstrate: Formulate questions, that would allow for other avenues of exploration</p> <p>Demonstrate: Conduct short research projects that answer questions</p> <p>Demonstrate: Conduct short research projects that draw on several sources</p> <p>Demonstrate: Conduct short research projects that generate focused questions that allow for multiple avenues of exploration</p>

<p>literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p>W.8.8</p> <p>Knowledge: Recognize standard format for a citation Knowledge: Determine the relevance of information gathered from print and digital sources Reasoning: Assess the credibility and accuracy of a source Demonstration: Quote or paraphrase the data and conclusions of others avoiding plagiarism Demonstration: Use search terms effectively Demonstration: Gather relevant information from multiple sources</p> <p>W.8.9</p> <p>Knowledge: Identify key ideas and details that support conclusions Knowledge: Cite textual evidence to analyze explicit text Reasoning: Draw evidence from key ideas and details as support for research Reasoning: Analyze key ideas and details as evidence of understanding text Reasoning: Reflect on key ideas and details as evidence of support and understanding</p> <p><u>District Approach to Teaching Writing</u> Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none"> • Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection, teach, active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers. • Strategies include: <ul style="list-style-type: none"> o Teachers explicitly model using their own writing and/or mentor texts o Small group strategy instruction o Individual teacher/student conferences o Peer revision/conferring o Opportunities for sharing
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Instructional Guidance

As per the Common Core Standards: *To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.*

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- encourage students to be information writers, historians, researchers.
- study various forms of informative writing: informational picture books, reports, articles etc.
- immerse students in non-fiction or informational reading.
- provide time to explore the characteristics or features of non-fiction texts.
- explain and explore the many ways in which students can find information and convey their findings and ideas.
- distinguish between primary and secondary sources; differentiate between the use of relevant and irrelevant information.
- select a topic for the class to investigate based upon curriculum or student interest.
- guide students in identifying questions they have about a topic. Work with students to identify and address the needs of an audience.
- model strategies for note-taking, summarizing, paraphrasing.
- help students focus their research through narrowing a topic, asking questions.
- instruct students with tips for avoiding plagiarism. Show examples and non-examples. Show students how to cite a source.
- create a model of expected outcome. Give students choice on how to share their findings.
- provide tools and opportunities for students to produce and share their writing using programs or software inclusive of Microsoft Word, Publisher or Power Point. Use PhotoStory, Timeliner, Inspirations or a Glog as options for students to share their ideas and writing. Model use of such programs.

Applying Reading Standards to Writing:

- model, using think aloud and their own writing, ways in which readers respond to literature and informational text.
- link response to literature and informational text tasks to reading curriculum and content-area reading.
- teach students strategies for examining and analyzing texts and ways in which they can construct a written response.
- foster an understanding of the elements or components of effective written response to literature or informational text, including the importance of drawing upon evidence to support analysis, reflection and research.

To meet this standard, students may:

- select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment.
- analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples.
- differentiating between relevant and irrelevant information.
- addressing the needs of the audience.
- generating new ideas and/or perspectives.
- avoiding plagiarism.
- selecting an organizational pattern appropriate for the topic and purpose.
- select an appropriate writing form.
- use technology tools to produce and share their report, findings.
- use PhotoStory, Timeliner, Inspirations, Glog and other tools to communicate their ideas, writing.

Applying Reading Standards to Writing:

- construct meaning, reflect on reading, and write written responses to communicate thinking about literature and informational text.
- analyze texts through the lens of comprehension skills and strategies and develop thoughtful written responses.
- through writing demonstrate an understanding of text, provide evidence which supports the reflection, thinking, research and analysis.

Measures of Understanding

- Conferences with students
- Student writing:
- Notebook entries
- Draft
- Prompt specific writing scored with NJHSR
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR and the Scoring Rubric for Open-ended Questions
- District reading and writing benchmarks
- Students' responses to literature
- NJASK released samples for both prompt writing and open-ended questions

Exemplars:

Examples of responses and forms of writing from published resources.

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks

Grades 6-8

- Text Exemplars, pg. 77
- Sample Performance Tasks for Stories and Poetry, Informational Texts pg. 89
 - Teachers may utilize questions or prompts such as these for their work with students on writing about reading.
 - Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting and plot. [RL.8.2]
- Sample Performance Tasks for Informational Texts pg. 92
 - Students provide an objective summary of Frederick Douglass's Narrative. They analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text. [RI.8.2]
- Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects pg. 100
 - Students evaluate Jim Murphy's *The Great Fire* to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was "ready to burn." [RH.6-8.5]
 - Students describe how Russell Freedman in his book Freedom Walkers: The Story of the Montgomery Bus Boycott integrates and presents information both sequentially and causally to explain how the civil rights movement began. [RH.6-8.5]

Resources

District Unit Plans:

Tasks:

- Open-ended questions/responses to literature and text
- Short opportunities for students to research a question or provide evidence to support thinking; within and separate from longer writing pieces

Professional Books:

Common Core Curriculum Maps for English Language Arts, Grades 6-8 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

8th Grade Writing Workshop Binder

Craft Lessons, by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar, by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

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“A Curricular Plan for the Writing Workshop, Grade 8”, 2011-2012 by Lucy Calkins

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Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Writing to the Prompt by Janet Angelillo

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards’ Three Text Types*

Appendix B: *Text Exemplars and Sample Performance Tasks*

Appendix C: Writing; *Samples of Student Writing*

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Range of Writing: CCR Anchor Standard 10

10. Writing 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.

Essential Questions	Enduring Understandings
Why, how and when do authors write?	Writers write for different purposes and audiences.
Grade Level Standards	Classroom Applications
<p>W.8.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>W.8.10</p> <p>Knowledge: Identify discipline-specific tasks, audiences, and purposes</p> <p>Reasoning: Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience</p> <p>Demonstration: Write over shortened time frames</p> <p>Demonstration: Write over extended time frames</p> <p><u>District Approach to Teaching Writing</u></p> <p>Follow a Writer’s Workshop instructional approach.</p> <ul style="list-style-type: none">• Writing Workshop is separated into three components. The first component is the mini-lesson, which should last from 5-10 minutes. Teachers should follow the Architecture of the Mini-lesson consisting of the <i>connection</i>, <i>teach</i>, <i>active engagement</i> and <i>link</i>. The next component is the actual writing time, which should last from 30-40 minutes. It is during this time that students are writing about self-selected topics and the process of writing is stressed. It is also during this time that conferring is happening both by the teacher and the students. Finally, the workshop ends with a reflective sharing session, which usually lasts 5-

10 minutes. The share helps to elicit reflections from students, or push them further, as they gather to talk about their writing and the process they went through as writers.

- Strategies include:
 - o Teachers explicitly model using their own writing and/or mentor texts
 - o Small group strategy instruction
 - o Individual teacher/student conferences
 - o Peer revision/conferring
 - o Opportunities for sharing

Instructional Guidance

To assist in meeting this standard, teachers may:

- reference *Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the Standards' Three Text Types* in order to build their own and students' familiarity with each text type.
- refer to *Common Core Standards for ELA Appendix C: Samples of Student Writing* and use the analysis to support students.
- create structures within all parts of the instructional day and curriculum in which students are writing.
- make routine the writing process.
- foster students' writing stamina, craft and mechanics.
- aid students in becoming familiar with timed writing experiences and skills necessary for success with writing over both short and longer periods of time, with and without feedback.
- provide opportunities for students to communicate their thinking through discipline-specific tasks and for various purposes and audiences.
- model for students the ways in which writers alter their writing when addressing varied audiences and for different purposes. Make connections to the real-world such as: writing a business letter vs. friendly letter, emails, communicating through a presentation, informational writing, narrative writing, opinion writing, report writing etc.
- allow students to explore types of genres or forms of writing they prefer and provide opportunities for them to enrich their craft.

To meet this standard, students may:

- communicate thinking through written response to discipline-specific and content area reading tasks.

- build stamina for writing. Foster an appreciation for writing.
- actively engage as an author in the writing process.
- become familiar for the many purposes for which author’s write.
- develop strategies for effectively writing in on-demand, timed prompt situations.
- explore types of genres and forms of writing used for various purposes.
- provide feedback to peers on their writing.

Measures of Understanding

- Conferences with students
- Student writing
- Notebook entries
- Drafts
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Examples of responses and forms of writing from published resources.

Common Core Standards for ELA Appendix B: Text Exemplars and Sample Performance Tasks

Grades 6-8

- Text Exemplars, pg. 77
- Sample Performance Tasks for Stories and Poetry, Informational Texts pg. 89
- Sample Performance Tasks for Informational Texts pg. 92
- Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects pg. 100

Common Core Standards for ELA Appendix C: Samples of Student Writing

(Included with each student sample is an annotation of what the writer did)

- Student Sample: Grade 8, Informative/Explanatory; pg. 47 “Football”
- Student Sample: Grade 8, Informative/Explanatory; pg. 49 “The Old Man and the Sea”
- Student Sample: Grade 8, Narrative; pg. 52 “Miss Sadie”

Resources

District Unit Plans:

Tasks:

- Speculative Prompt writing
- Persuasive/Opinion writing

- Explanatory Prompt Writing
- Short opportunities for research
- Open-ended questions/responses to literature and text
- Short opportunities for students to research a question or provide evidence to support thinking
- Discipline-specific writing tasks

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-*Definitions of the Standards' Three Text Types*

Appendix B: *Text Exemplars and Sample Performance Tasks*

Appendix C: Writing; *Samples of Student Writing*

Professional Books:

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Writing to the Prompt by Janet Angellilo

Rubric Resources:

<http://www.rubrician.com/writing.htm>

<http://ethemes.missouri.edu/themes/1747>

<http://www.rubrics4teachers.com/writing.php>

NJ Holistic Scoring Rubric:

[http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New Jersey Holistic Scoring Rubric.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/writing/New%20Jersey%20Holistic%20Scoring%20Rubric.pdf)

https://www.measinc.com/nj/Downloads/NJASK/Criterion_Based_Holistic_Scoring_A_Writing_Handbook_Grade_6.pdf

[NJPEP: Virtual Academy \(New Jersey Professional Education Port\)](#)

Web Resources:

<http://commoncore.org/maps/>

Section N
Speaking and Listening
Grade 8

Speaking and Listening Standards		Grade 8
Comprehension and Collaboration Anchor Standards 1 -3 1. Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.		
Essential Questions	Enduring Understandings	
How can purposeful, collaborative discussion enhance/deepen knowledge within a range of contexts? How do we contribute to effective collaborative discussions?	Collaborative discussions require a level of responsibility. Multiple perspectives gained from interacting with a variety of media and formats add depth to our understanding and quality to our discussions. Discussion and conversation are necessary elements for learning to occur.	
Grade Level Standards	Classroom Applications	
SL8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe	<u>Instructional Guidance</u> Learning Targets: The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i> . The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge, Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories. The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx SL.8.1: Knowledge: Identify key ideas from reading material or research Knowledge: Describe components of a collegial discussion and planning Knowledge: Recognize key ideas and new information during discussions Reasoning: Analyze texts, issues, and others’ opinions	

<p>and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence.</p> <p>SL8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of</p>	<p>Reasoning: Synthesize ideas, issues, and arguments to formulate personal opinion and questions for other</p> <p>Reasoning: Evaluate personal views and the views of others</p> <p>Reasoning: Track progress toward specific goals and deadlines, defining individual roles as needed</p> <p>Reasoning: Evaluate new information, personal views, as well as the views of others</p> <p>Reasoning: Formulate comments, questions, and responses based on evidence, observations, and ideas</p> <p>Demonstration: Engage in a variety of discussions by listening and sharing acquired and prior knowledge</p> <p>Demonstration: Demonstrate collegial rules during discussion</p> <p>Demonstration: Articulate personal ideas clearly</p> <p>Demonstration: Pose relevant questions that connect ideas of several speakers</p> <p>Demonstration: Respond to questions and comments with relevant details</p> <p>Demonstration: Acknowledge new information posed and use evidence to justify personal viewpoints</p> <p>SL.8.2:</p> <p>Knowledge: Identify the author's purpose in information presented</p> <p>Knowledge: Identify the author's motives for the presentation of information</p> <p>Reasoning: Analyze the purpose of information presented in diverse media and formats</p> <p>Reasoning: Evaluate the motives behind the presentation of the information</p> <p>SL.8.3:</p> <p>Knowledge: Define and identify a speaker's argument and claims</p> <p>Knowledge: Define and identify sound reasoning</p> <p>Knowledge: Define and identify unsound reasoning</p> <p>Knowledge: Define and identify relevant evidence</p> <p>Knowledge: Define and identify irrelevant evidence</p> <p>Knowledge: Define and identify sufficient evidence</p> <p>Knowledge: Define and identify insufficient evidence</p> <p>Reasoning: Delineate a speaker's argument and specific claims</p> <p>Reasoning: Evaluate the soundness of the speaker's reasoning</p> <p>Reasoning: Evaluate the relevance and sufficiency of the speaker's evidence</p> <p>Reasoning: Distinguish between sound and unsound reasoning in a speaker's argument</p> <p>Reasoning: Distinguish between relevant and irrelevant evidence in a speaker's argument</p> <p>Reasoning: Distinguish between sufficient and insufficient evidence in a speaker's argument</p>
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the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Instructional Guidance

To assist in meeting this standard, teachers may:

Provide a range of collaborative discussions that include summarizing of main ideas and supporting details on topics studied by sixth graders:

- Writing workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates.
- *Think-Pair-Share* or *Turn and Talk* structures provide one-on-one opportunities for discussions with classmates.
- *Numbered Heads Together* and *Jigsaw* structures provide group discussion opportunities.
- *Interactive Lectures* provide teacher led opportunities.

Provide a range of collaborative discussions that include delineating a speaker’s argument and specific claims from topics presented:

- Reading workshop provides opportunities for students to have one-on-one discussions with their teachers and classmates.
- *Say Something* provides opportunities for students to have controlled one-on-one discussion with a classmate during reading.
- *Guided Reading*, *Literature Circles*, and *Book Clubs* provide group opportunities for discussions.
- *Interactive Lectures* and *Shared Inquiry* provide teacher led opportunities.
- Support students’ preparation for effective discussion:
 - Provide note-taking tools such as graphic organizers and bookmarks
 - Establish and post procedures for discussion
 - Model a range of question asking and answering techniques and scaffolding students’ use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion
 - Engage every student in explanation responses in teacher-led discussion (“What makes you think so?”); monitoring and prompting explanation in group and one-on-one discussion
 - Promote student use of classmates’ names in linking comments, questions, and answers to those posed by classmates
- Prompt students for use of reasons and evidence.
- Ask questions that elicit additional reasons or evidence from the speaker to support his/her claim.
- Use a *fishbowl* method to model quality feedback

- Engage students in discussions that require them to interpret visual information and explain how the information contributes to the meaning of the topic, text or issue.

Establish and post procedures for discussion:

- modeling a range of question asking and answering techniques and scaffolding students’ use of those techniques in teacher-led discussion; reminding students to use those techniques in group and one-on-one discussion.
- engaging every student in explanation responses in teacher-led discussion (“What makes you think so?”); monitoring and prompting explanation in group and one-on-one discussion.
- promoting student use of classmates’ names in linking comments, questions, and answers to those posed by classmates.
- prompting students for reasons and evidence.

To assist in meeting these standards, students may:

- participate in one-to-one discussions with their teachers and classmates.
- ask and answer questions providing evidence to support their point of view.
- engage in small group and class discussions, building on the responses of others in the discussion.
- participate in cooperative group activities and take an active role in discussion about their reading; sharing evidence to support their ideas.
- participate in discussions where students debate issues from different perspectives
- in a debate format, present counterpoints and/or additional support for the speaker’s argument.
- in a writing workshop, provide feedback to partners about the quantity and quality of evidence and reasons in essays.
- while reading and /or reviewing information from diverse media, explain how it contributes to,or supports the topic under study.
- use rubrics for evaluating presentations to provide feedback to speakers, identifying when a speaker supported his claim with evidence and when he/she does not have sufficient evidence.
- provide feedback to speakers when evidence is irrelevant to the topic presented.

Measures of Understanding

Using the sample performance tasks described in the Common Core Standards for English Language Arts, Appendix B, teachers may engage students in small and large group discussions, and observe how:

- Students *summarize the development* of the characters in text and analyze the connection to the theme by noting how it is conveyed

through characters, setting, and plot. [RL.8.2]

- Students *compare and contrast* an author’s *fictional portrayal* of an event or topic to *historical accounts of the same period* in order to glean a deeper *understanding* of *how authors use or alter historical sources* to create a sense of *time and place* as well as make *fictional characters* lifelike and real. [RL.7.9]
- Students *cite explicit textual evidence* as well as draw *inferences* about characters *to support* their *analysis* of the theme. [RL.6.1]
- Students *explain how* Sandra Cisneros’s choice of words *develops the point of view of the young speaker* in her story “Eleven.” [RL.6.6]
- Students *analyze* how the playwright uses *particular elements of drama* (e.g., setting and dialogue) to create dramatic tension in her play. [RL.7.3]
- Students *compare and contrast* the effect a *poem* has on them to the effect they experience from a *multimedia* dramatization of the event presented; *analyzing* the impact of different *techniques* employed that are *unique to each medium*. [RL.6.7]
- Students *determine* the *point of view* of the author and *analyze how* he *distinguishes* his position *from* an alternative approach by another author. [RI.7.6]
- Use Accountable talk rubrics (example provided) to provide guidance to students and to assess the level of talk within partnerships, book clubs or whole class www.education.ky.gov/users/otl/AOB/AOB%20Resource%204E.doc

Resources

Common Core Standards Appendices <http://www.corestandards.org/the-standards>

Comprehension Through Conversation The Power of Purposeful Talk in the Reading Workshop by Maria Nichols

Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>

Smarter Balanced <http://www.smarterbalanced.org>

Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>

Sample units <http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

Talk Moves video <http://www.teachingchannel.org/videos/talk-moves?fd=1>

Video files of speeches <http://interactivelanguagearts.com/2011/05/09/free-audio-and-video-files-of-famous-speeches-at-american-rhetoric-com/>

Keene, E (2012). *Talk About Understanding Rethinking Classroom Talk to Enhance Comprehension*. Heinemann

Daniels, Harvey & Steineke, Nancy (2011) *Texts and Lessons for Content Area Reading*. Heinemann

Common Core Curriculum Maps English Language Arts Grades 6-8. Jossey-Bass (Wiley) 2012

Keene, E. & Zimmerman, S. (1997). *Mosaic of Thought: The Power of Comprehension Instruction* (2nd edition). Heinemann.

Laminack, L. & Wadsworth, R. (2006). *Reading Aloud Across the Curriculum*. Portsmouth, NH: Heinemann.

Wilhelm, J. (2001). *Improving Comprehension With Think-Aloud Strategies*. New York, NY: Scholastic

Routman, Reggie (1999) *Conversations Strategies for Teaching, Learning and Evaluating* Heinemann

Presentation of Knowledge and Ideas
Anchor Standards 4-6

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions	Enduring Understandings
<p>What are the key components of a quality presentation and how do they impact the effectiveness of the presentation?</p> <p>How do we use the context of a task, speech, or presentation to determine the appropriate level of language formality?</p>	<p>Making a presentation requires us to prepare more carefully and speak more formally than we do in a discussion. Discussion is everyday life; presentation is performance.</p> <p>The speaker’s choice of words and style set a tone, define the message and engage the audience.</p>
Grade Level Standards	Classroom Applications
<p>SL8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL8.5 Integrate multimedia and visual</p>	<p>Learning Targets:</p> <p>The Standards are deconstructed into concise statements about what the students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed, http://commoncoreinstitute.org/index.aspx</p> <p>SL.8.4: Knowledge: Identify claims and findings Knowledge: Identify appropriate eye contact Knowledge: Identify adequate volume</p>

<p>displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate to task and situation. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>Knowledge: Identify clear pronunciation Reasoning: Determine salient points Reasoning: Determine relevant evidence Reasoning: Determine sound , valid reasoning Reasoning: Determine well-chosen details Demonstration: Organized points and details in a coherent manner Demonstration: Present claims and findings emphasizing salient points with relevant evidence Demonstration: Present claims and findings emphasizing salient points with well-chosen details Demonstration: Demonstrate appropriate eye contact Demonstration: Demonstrate adequate volume Demonstration: Demonstrate clear pronunciation</p> <p>SL.8.5 Knowledge: Integrate multimedia and visual displays Reasoning: Determine when to integrate multimedia and visual displays to clarify information Reasoning: Determine when to integrate multimedia and visual displays to strengthen claims and evidence Reasoning: Determine when to integrate multimedia and visual displays to add interest Demonstration: Integrate multimedia components/visual displays in a presentation to clarify information Demonstration: Integrate multimedia components/visual displays in a presentation to strengthen claims and evidence Demonstration: Integrate multimedia components/visual displays in a presentation to add interest</p> <p>SL.8.6 Knowledge: Describe qualities of formal speech Knowledge: Describe qualities of informal speech Reasoning: Determine if formal or informal speech is appropriate in the context of a given situation Demonstration: Adapt speech to a given context or task when speaking Demonstration: Demonstrate correct use of formal English when speaking</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • teach students what it means to speak clearly at an understandable pace and appropriate volume and to use eye contact and clear pronunciation while including appropriate facts and relevant, descriptive details.
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- model clear speech that features understandable pacing and appropriate volume, eye contact and pronunciation, and includes appropriate facts and relevant, descriptive details
- create tasks and situations that build student confidence in speaking authoritatively using formal English by providing frequent opportunities for students to make brief formal presentations (that include multimedia components and visual displays when appropriate) of their reading, their learning, and their experiences
- provide opportunities for repeated oral readings of short (no longer than 500 words) stories and poems to develop students’ oral reading fluency (accuracy, appropriate rate, and expression on successive readings)
- provide performance opportunities, including audio and video recording, of students’ oral reading of stories and poems
- model the use of formal English and ask students to use standard English when appropriate to the task and situation
- teach students that the formal speech of a presentation follows many of the conventions of written English (i.e., sounds more like writing than like talking)
- design rubrics for formal presentations that measure both the process and the content of the product, and providing them to students early in their preparation of their presentations

To assist in meeting this standard, students may:

- speak clearly at an understandable pace and appropriate volume and include appropriate facts and relevant, descriptive details.
- speak authoritatively using formal English when making brief formal presentations (that include audio recording and visual displays when appropriate) of their reading, their learning, and their experiences.
- participate in oral readings of short (no longer than 500 words) stories and poems to develop oral reading fluency.
- prepare audio and video recordings, of their oral reading of stories and poems.
- speak in complete sentences when restating their ideas.
- include audio recordings and visual displays that enhance their presentations of themes and main ideas.
- create multimedia presentations to share learning about topics studied.
- participate in debates where there is an emphasis on supporting ideas authoritatively with sound and valid reasoning.

Measures of Understanding

Assessing students’ mastery of this anchor standard:

- Students prepare and formally present their knowledge and ideas about topics and texts in manners similar to those listed for **Anchor Standard 1: Comprehension and Collaboration**; teachers may design tasks for topics and texts studied in science and social studies to

assess students' mastery of the presentation of knowledge and ideas acquired through reading of informational text

- Students use the conventions of Standard English as indicated in **L.8.1.**:
 - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - b. Form and use verbs in the active and passive voice.
 - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - d. Recognize and correct inappropriate shifts in verb voice and mood*

L.8.3:

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor of the action; expressing uncertainty or describing a state contrary to fact).
- Students consider, select and accurately use grade appropriate general academic and domain-specific words and phrases relevant to the presentation of product.
 - Students demonstrate attention to both the process of engaging, understandable presentation and the content of accurate, relevant, descriptive presentation for an effective presentation product.

Resources

How to create a video journal <http://www.wikihow.com/Make-a-Video-Journal>

Creating podcasts <http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/podcasts/>

Oral presentation ideas http://www.ehow.com/list_5997047_creative-oral-presentation-ideas.html

Presentation rubrics <http://www.rubrics4teachers.com/presentation.php>

Cluster 2 NJDOE Technology Toolkit <http://www.state.nj.us/education/cces/sr/tech.htm>

- *Voice Thread*
- *Glogster*
- *Skype*

Partnership for Assessment of Readiness in College and Careers (PARCC) <http://www.achieve.org/PARCC>

Smarter Balanced <http://www.smarterbalanced.org>

Universal Design for Learning – resources for differentiation <http://cast.org/udl/index.html>

Sample units <http://www.njascd.org/20911027164246590/FileLib/browse.asp?A=374&BMDRN=2000&BCOB=0&C=55678>

Word Clouds <http://www.wordle.net/>

Web 2.0 Presentation tools for students: <http://cooltoolsforschools.wikispaces.com/Presentation+Tools>

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Section O
Language
Grade 8

Language Standards		Grade 8
Conventions of Standard English: CCR Anchor Standards 1-2		
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
Essential Questions	Enduring Understandings	
How can writers use the power of conventions to improve the traits of good writing?	Conventions of language help writers convey their message and help readers understand what is being communicated.	
Grade Level Standards	Classroom Applications	
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis to indicate an omission.</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.8.1 Knowledge: Define verbals such as gerunds, participles, and infinitives Knowledge: Recognize verbs in active voice and passive voice Knowledge: Identify verb moods such as indicative, imperative, interrogative, conditional, and subjunctive Knowledge: Recognize inappropriate verb voice and mood Knowledge: Explain the function of phrases and clauses in general and in specific sentences Demonstration: Form and use verbs in active and passive voice Demonstration: Correct misplaced and dangling modifiers Demonstration: Use the following verb moods correctly – indicative, imperative, interrogative, conditional, and subjunctive Demonstration: Correct inappropriate shifts in verb voice and mood Demonstration: Demonstrate command of standard English grammar and usage when writing Demonstration: Demonstrate command of standard English grammar and usage when</p>	

<p>b. Spell correctly.</p>	<p style="text-align: center;">speaking</p> <p>L.8.2</p> <p>Knowledge: Know that a dash is two hyphens without a space between them or on either side</p> <p>Knowledge: Recall and apply spelling rules</p> <p>Knowledge: Know that an ellipsis is three or four dots within the sentence</p> <p>Knowledge: Identify and correct misspelled words</p> <p>Demonstration: Apply correct capitalization</p> <p>Demonstration: Apply correct punctuation</p> <p>Demonstration: Apply correct spelling</p> <p>Demonstration: Use punctuation (commas, ellipsis, dash) to indicate a pause or a break</p> <p>Demonstration: Use commas to set off words or phrases that make a distinct break in the flow of thought</p> <p>Demonstration: Use an ellipsis to slow a reader down and/or indicate a long stretch of omitted time</p> <p>Demonstration: Use a dash to set off material that is parenthetical or summary in nature</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • refer to ELA Common Core Standards Appendix A pgs.28-43. • use a gradual release model of responsibility. (See web resources for explicit information regarding this model.) • provide opportunities for students to practice writing for sustained amounts of time every day, so that they can refine and deepen their knowledge of the conventions. • seek opportunities during the writing process to engage students in authentic convention practices that are embedded in the student’s intentions as writers: care about their writing and audience, and their desire to have readers read their writing in a certain way. • provide direct instruction in written conventions, and model their own writing and thinking. • teach the conventions explicitly, but not as absolutes. • read aloud to their students various types of text so that they can hear the cadence of language, this will afford them the opportunity to think about how they want their own
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	<p>writing to sound.</p> <ul style="list-style-type: none"> • develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries. • seize teaching point opportunities that arise from student writing. • post teaching point in the room after it's taught so students can refer to it. • teach students to say why they made some of the punctuation choices they did, and how certain mentor poets informed their decisions. • hold students accountable for grammar/conventions upon completion of units of study • provide optimal learning conditions based on Cambourne's research(1988) which identifies conditions for learning: Immersion, Demonstration, Expectations, Responsibility, Approximation, Practice, Engagement, Response. See Janet Angellilo's chart in <i>A Fresh Approach To Teaching Punctuation pg9</i> for ways to incorporate Cambourne's principles for these standards. • provide a "workshop" environment (mini-lesson, work time/conferences, feedback/share) to create conditions for students to construct their own knowledge. "The use of the English language is a skill to be developed, not content to be taught, and it is best learned through active and purposeful experience with it." (Calkins, 1994). • a framework for teaching grammar throughout the writing process. (See Constance Weaver's framework pg.9 <i>The Grammar Plan Book A Guide to Smart Teaching</i>) <p><i>To meet this standard, students may:</i></p> <ul style="list-style-type: none"> • write daily. • write daily for real audiences. • read authentic text every day. • "try out" a particular type of punctuation. • apply spelling patterns and structural analysis to spell unfamiliar words. • conduct punctuation/grammar inquiries. • consult dictionary, thesaurus and online resources. • study other writers. • revise punctuation and grammar with meaning in mind. • confer with other writers. • self assess their writing using rubrics. • ask partners to talk about what a sentence's punctuation/grammar accomplishes for the
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- readers.
- write plans for improving their punctuation work and use those plans for measuring their growth.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer's notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published
- Collect dictation and study it
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation

Resources

District Unit Plans:

Tasks/Activities:

Professional Books:

Bringing Words to Life, Beck, McKeown and Kucan

Teaching Grammar in Context, Constance Weaver

The Grammar Plan Book, Constance Weaver

Practical Punctuation, Dan Feigelson

Getting Grammar: 150 Ways to Teach an Old Subject, Topping & Hoffman

A Fresh Approach to Teaching Punctuation, Janet Angelillo

The No-Nonsense Guide to Teaching Writing, Shelly Harwayne

Wondrous Words, Katie Wood Ray

Words Their Way, Bear, Invernizzi, Templeton and Johnston

A Note Slipped Under the Door: Teaching from the Poems We Love, Nick Flynn/Shirley McPhillips

Awakening the Heart: Exploring Poetry in Elementary and Middle School, Georgia Heard

Punctuation Power: Punctuation and How to Use It, Marvin Terban

The Elements of Style, by William Strunk, Jr./E.B. White

A Dictionary of Modern English Usage, H.W. Fowler

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf

Knowledge of Language Standard 3:

3. 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.

Essential Questions	Enduring Understandings
What do I need to know about language to read, write, listen and speak more effectively in a variety of contexts?	Studying language conventions as a reader helps us to understand how a writer uses language/conventions to portray their ideas powerfully.
Grade Level Standards	Classroom Applications
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.8.3</p> <p>Knowledge: Recognize language conventions for writing, speaking, reading, and listening</p> <p>Knowledge: Recognize when verbs are in active or passive voice</p> <p>Knowledge: Recognize when verbs are in conditional and subjunctive mood</p> <p>Reasoning: Apply knowledge of language conventions when writing, reading, and listening</p> <p>Reasoning: Determine when to use verbs in active or passive voice</p> <p>Reasoning: Determine when to use verbs in the conditional and subjunctive mood</p> <p>Demonstration: Use knowledge of language when speaking</p> <p>Demonstration: Use knowledge of language conventions when speaking</p> <p>Demonstration: Use verbs in active or passive voice</p> <p>Demonstration: Use verbs in the conditional and subjunctive mood</p>

Instructional Guidance

To assist in meeting this standard, teachers may:

- develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- use a gradual release model of responsibility. (See web resources for explicit information regarding this model.)
- develop effective word explanations that explain the concept(s) of language that is readily accessible to students.
- develop students abilities to read a mentor text for the purpose of noticing craft by providing opportunities for students to do convention inquiries.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness.
- demonstrate how authors combine words in powerful ways to enhance meaning and imagery.
- model how a specific combination of words can effect meaning.
- celebrate and discuss examples of beautifully written language.
- find descriptive language and add it to the wall of the classroom.
- use poetry as an access point to instruct the standards.
- provide explicit instruction that probes the deep connections between ideas/words and content/reading and discussion.
- help students learn techniques to arrange and rearrange sentence elements for readability and effectiveness. (Sentence combining technique....see Writing Next Report—link provided in web resources.)
- refer to ELA Common Core Standards Appendix A pgs.28-43.

To meet this standard, students may:

- write daily.
- read authentic text every day.
- experiment with a particular type of punctuation.
- locate several longer passages of text where the authors use punctuation to aid the reader's ability to follow the text.
- approximate new learning in their writer's notebook.
- envision uses for new learning in writing.

- revise and edit their writing based upon their new learning.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer's notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published
- Collect dictation and study it
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation

Resources

District Unit Plans:

Tasks/Activities:

Professional Books:

Wondrous Words, Katie Wood Ray

Cracking Open the Author's Craft: Breaking the Code, Lester Laminick

The No-Nonsense Guide to Teaching Writing, Shelly Harwayne

Teaching the Qualities of Writing, Portalupi & Fletcher

Mentor Author, Mentor Texts, Ralph Fletcher

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8. Dorfman & Cappelli

10 Things Every Writer Needs to Know, Jeff Anderson

Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts, Kelly Gallagher

Web resources:

<http://www.rubrician.com/writing.htm>

<http://www.rubrics4teachers.com/writing.php>

<http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

http://reading.ecb.org/downloads/itb_GradualRelease.pdf

Vocabulary Acquisition and Use Standard 4-6:
 4. 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.
 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions	Enduring Understandings
What does it mean to know a word and all its shades of meaning—in verbal and written language?	<p>A variety of strategies are used to determine and clarify the meaning of unknown words or phrases.</p> <p>Word choice influences meaning: context influences word choice.</p>
Grade Level Standards	Classroom Applications
<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <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</p>	<p>Learning Targets: The Standards are deconstructed into concise statements about what students <i>need to know</i> and <i>be able to do</i>. The Learning Targets are the skills within the standard and tell how to teach and assess. They are broken into <i>Knowledge</i>, <i>Reasoning</i> and <i>Product</i> and <i>Demonstration</i> categories.</p> <p>The Common Core Institute, Common Core State Standards Deconstructed http://commoncoreinstitute.org/index.aspx</p> <p>L.8.4 Knowledge: Recognize that many words have more than one meaning Knowledge: Identify common, grade-appropriate Greek and Latin affixes and roots Reasoning: Determine the meaning of a word or phrase by using context clues Reasoning: Determine the meaning of a word or phrase by using common Greek and Latin affixes and roots Demonstration: Verify the initial determination of the meaning of a word Demonstration: Clarify the intended meaning of multiple-meaning words and phrases Demonstration: Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p>

<p>clarify its precise meaning or its part of speech.</p> <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> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Demonstration: Consult general and specialized reference materials, both print and digital, to find pronunciation</p> <p>Demonstration: Consult general and specialized reference materials, both print and digital, to determine or clarify precise meaning or part of speech</p> <p>L.8.5</p> <p>Knowledge: Recognize the meaning of figurative language</p> <p>Knowledge: Recognize the different types of relationships between words</p> <p>Knowledge: Define the meaning of the terms connotation and denotation</p> <p>Reasoning: Analyze text to locate figures of speech</p> <p>Reasoning: Analyze the relationship between particular words</p> <p>Reasoning: Distinguish among the connotations of words with similar denotations</p> <p>Demonstration: Demonstrate the relationship between words to find meaning</p> <p>L.8.6</p> <p>Knowledge: Identify general academic and domain-specific words and phrases</p> <p>Knowledge: Gather vocabulary knowledge important to comprehension or expression</p> <p>Demonstration: Apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression</p> <p>Demonstration: Select appropriate resources to aid in gathering vocabulary knowledge</p> <p><u>Instructional Guidance</u></p> <p><i>To assist in meeting this standard, teachers may:</i></p> <ul style="list-style-type: none"> • refer to ELA Common Core Standards Appendix A pgs.28-43. • use a gradual release model of responsibility. (See web resources for explicit information regarding this model.) • make word meanings explicit and clear by providing definitional and contextual information about the word’s meaning. • provide multiple exposures to meaningful information about words. • provide time for students to engage in reading and writing so that they can develop fast and accurate perceptions of word features, and to have multiple opportunities to examine those same words out of context. • teach students the skills to infer word meaning information through the contexts they read.
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- teach students that words can have more than one meaning.
- demonstrate word associations.
- develop student-friendly explanations or create instructional contexts for discussing word meanings.
- get students actively involved with thinking and using the meanings of new words right away.
- have students provide an explanation for their choice of words.
- link new words to words they already know.
- actively involve students in learning word meanings.
- engage students in discussions about situations that a word would describe or to consider instances when the new word would be an appropriate choice.
- be cognizant that vocabulary can be acquired through incidental learning.
- teach vocabulary both directly and indirectly.
- target words that are within students proximal development.
- establish print rich classrooms.
- show how vocabulary is assessed and evaluated can have differential effects on instruction.
- demonstrate how computer technology can be used to teach vocabulary.
- demonstrate ways to convey word-meaning information through both instructional and natural context.
- foster word inquiries in mentor texts.
- allow time for oral language development via discourse.
- plan for repetition and multiple exposures to vocabulary; it's paramount.
- use read-alouds, fiction/non-fiction, to foster vocabulary acquisition of general academic, conversational and domain-specific words and phrases. (Tier One, Two and Three Vocabulary see appendix A ELA Standards).

To meet this standard, students may:

- read and be exposed to wide ranges of text at various complexity levels.
- discover word associations and articulate word connections.
- use graphic organizers to build word webs.
- create contexts around the meaning of a word.

Measures of Understanding

- Conferences with students: focus on conventions
- Student writing: writer's notebook, task writing, drafts
- Notebook entries
- Genre specific rubric to score writing
- Prompt specific writing scored with NJHSR
- Writing benchmarks
- Direct assessment of skills
- Anecdotal notes
- Editing and revising
- Examine draft writing versus published.
- Collect dictation and study it
- Accumulate each student's writing over the year and keep it in a folder for periodic evaluation
- See exemplars ELA Common Core Standards Appendix A
- Written assessments
- Multiple choice tests
- Have students present items that distinguish between an example of a word and a non-example of a word.
- Place word phrases on a word line that represents a continuum, and have them explain the placement of the various words.
- Word sorts
- Continuum of stages for the degree of word knowledge: (Dale, O'Rourke, and Bamman, 1971)
 - having never seen or heard the word
 - having heard the word, but not knowing what it means
 - recognizing the word in context
 - knowing and using the word
- Five dimensions of vocabulary knowledge: (*Word Wise Content Rich* p.8)
 - generalization through definitional knowledge
 - application through correct usage
 - breadth through recall of words
 - precision through understanding of examples and non-examples
 - availability through use of vocabulary in discussion (Cornbach 1942, cited in Graves 1986)

Resources

District Unit Plans:

Professional Books:

Bringing Words to Life, Beck, McKeown & Kucan

Accelerated Vocabulary Instruction, Nancy Akhavan

Wondrous Words, Katie Wood Ray

Cracking Open the Author's Craft: Breaking the Code, Lester Laminick

Teaching the Qualities of Writing, Portalupi & Fletcher

Word Wise Content Rich, Fisher and Frey (grades 7-12.. lots of good pedagogy)

Words Their Way, Bear, Invernizzi, Templeton and Johnston

10 Things Every Writer Needs to Know, Jeff Anderson

Write Like This: Teaching Real World Writing Through Modeling and Mentor Texts, Kelly Gallagher

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http://www.macmillanmh.com/connectED/mkt/HTMLFiles/pdf/douglas_fisher.pdf