**RL 6.1**

**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Anchor:** 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.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading comprehension</td>
<td>- analyze</td>
<td>- Appendix B Sample Performance Task: Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson’s <em>The Tale of the Mandarin Ducks</em> to support their analysis of the perils of vanity.</td>
</tr>
<tr>
<td>- Draw inferences</td>
<td>- explicit</td>
<td>SBAC Claim # 1: Read Closely &amp; critically</td>
</tr>
<tr>
<td>- Cite specific examples and details to support inferences</td>
<td>- inference</td>
<td>- analyze, explicit, inference, textual evidence, conclude, author’s purpose, concluir, propósito del autor</td>
</tr>
<tr>
<td>- Analyze the text</td>
<td>- textual evidence</td>
<td>- Why did the author write this piece?</td>
</tr>
<tr>
<td></td>
<td>- conclude</td>
<td>- What inferences can you make?</td>
</tr>
<tr>
<td></td>
<td>- author’s purpose</td>
<td>- What information would you need to support the inference?</td>
</tr>
<tr>
<td></td>
<td>- analyze</td>
<td>- Analyze the passage, what can you conclude?</td>
</tr>
<tr>
<td></td>
<td>- explicit</td>
<td>- When you analyze the text, what inference can you make?</td>
</tr>
<tr>
<td></td>
<td>- inference</td>
<td>- How does the textual evidence support your conclusion?</td>
</tr>
<tr>
<td></td>
<td>- textual evidence</td>
<td>- What was the author’s purpose</td>
</tr>
<tr>
<td></td>
<td>- conclude</td>
<td>- What can you conclude from the text?</td>
</tr>
</tbody>
</table>

**Questions Stems**

- Why did the author write this piece?
- What inferences can you make?
- What information would you need to support the inference?
- Analyze the passage, what can you conclude?
- When you analyze the text, what inference can you make?
- How does the textual evidence support your conclusion?
- What was the author’s purpose
- What can you conclude from the text?

**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**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.
**Standard:** 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.

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

### Essential Skills/Concept
- Reading Comprehension
- Recognize and analyze theme
- Understand symbolism
- Make inferences
- Support theme or idea with details from the text
- Summarize
- Understand the difference between fact and opinion or judgment

### Academic Vocabulary/Cognates
- theme -> tema
- central idea -> idea central
- convey
- details
- summarize
- distinct
- fact
- opinion
- judgment
- detalles
- resumir
- distintos
- opinion

### Teaching Notes and Strategies
**SBAC Claim # 1:** Read Closely & critically

- tema
- idea central
- detalles
- resumir
- distintos
- opinion

### Questions Stems
- What does the story suggest about life?
- What does _______ represent in this story?
- Which of the following best captures the theme?
- In what way is _______ like _________?
- The words in this sentence create the impression that _________.
- How can you best summarize the text?
- Is your summary free of personal opinions or judgments?

**RL 5.2:** 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.

**RL 7.2:** Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.
**Standard:** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

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

### Essential Skills/Concept
- Describe a plot
- Sequence a series of episodes in a story or drama
- Identify the problem
- Summarize
- Describe how characters change throughout a story or drama
- Determine the resolution of a story or drama
- Describe how characters respond as the plot moves toward resolution

### Academic Vocabulary/Cognates
- describe  
- plot  
- episodes  
- characters/character traits  
- resolution  
- dialogue

### Questions Stems
- Summarize the story or drama using key information.
- Sequence the story or drama
- Describe how a character evolves with the plot
- Describe the plot of a story or drama.
- How does the plot unfold?
- Describe the problem. How was it resolved?
- What can you infer about _______? (character, plot, resolution)
- The character’s reactions in paragraph ___ tells the reader that ______________.
- At what point in the story did the character begin to change?

### Teaching Notes and Strategies
SBAC Claim # 1: Read Closely & critically

**RL 5.3:** 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).

**RL 7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Standard:** 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. *(See grade 6 Language Standards 4-6 for additional expectations)*

<table>
<thead>
<tr>
<th>Essential Skills/Concept:</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand synonyms</td>
<td>- phrases</td>
<td>SBAC Claim # 5: Use oral and written language skillfully</td>
</tr>
<tr>
<td>- Understand connotations</td>
<td>- figurative meaning</td>
<td></td>
</tr>
<tr>
<td>- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)</td>
<td>- connotative meaning</td>
<td></td>
</tr>
<tr>
<td>- Compare &amp; contrast</td>
<td>- analyze</td>
<td></td>
</tr>
<tr>
<td>- Understand how word choice impacts meaning</td>
<td>- specific</td>
<td></td>
</tr>
<tr>
<td>- Understand how word choice impacts tone</td>
<td>- impact</td>
<td></td>
</tr>
<tr>
<td>- Interpret words and phrases</td>
<td>- meaning</td>
<td></td>
</tr>
<tr>
<td>- Make inferences</td>
<td>- tone</td>
<td></td>
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<td></td>
<td>- word choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- determine</td>
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</tbody>
</table>

**Questions Stems**

- What does the word/phrase ______ mean in this selection?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- Which of the following synonyms is closest in the meaning to the word ________?
- In this sentence, the word ______ means _______.
- Is a feeling or emotion associated with the word usage?
- How did the author use word choice to impact meaning and tone?
- What word(s) could you use to replace ______ in order to shift the tone?

**RL 5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. *(See grade 5 Language standards 4-6 for additional expectations.)*

**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
| **Standard:** | 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. |
| **Anchor:** | 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. |

### Essential Skills/Concept:
- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting and plot

### Academic Vocabulary/Cognates
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- analizar
- escena
- estanza
- estructura del texto
- tema

### Teaching Notes and Strategies

#### Appendix B Sample Performance Task:
Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text.

#### SBAC Claim #1:
Read Closely & critically

### Questions Stems
- How does the theme, setting or plot develop?
- What words help the development of the theme, setting or plot?
- How does ________ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of a ________?
- Analyze the text structure and explain why the author chose to write it this way.
- If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?

### RL 5.5:
Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

### RL 7.5:
Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
**RL 6.6**

**Standard:** Explain how an author develops the point of view of the narrator or speaker in a text.

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify the point of view</td>
</tr>
<tr>
<td>- Understand and explain how the point of view is developed by the narrator or speaker</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Cognates</th>
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</thead>
<tbody>
<tr>
<td>- author</td>
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<tr>
<td>- point of view</td>
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<td>- develop</td>
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<td>- narrator</td>
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<td>- speaker in text</td>
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<tr>
<td>- autor</td>
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<td>- punto de vista</td>
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<td>- narrador</td>
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</table>

<table>
<thead>
<tr>
<th>Questions Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ How does the author develop the narrator or speaker’s point of view?</td>
</tr>
<tr>
<td>✓ How does the author’s word choice help develop the narrator or speaker’s point of view?</td>
</tr>
<tr>
<td>✓ Who is the narrator?</td>
</tr>
<tr>
<td>✓ From whose point of view is the text written?</td>
</tr>
<tr>
<td>✓ How did the author help develop the character’s point of view?</td>
</tr>
</tbody>
</table>

**Teaching Notes and Strategies**

Appendix B Sample Performance Task: Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.”

SBAC Claim # 1: Read Closely & critically

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**RL 5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.

**RL 7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

---

### Standard: 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.

### Anchor: 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).

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Compare &amp; contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text</td>
</tr>
<tr>
<td>- Contrast what students “hear” and “see” when reading to what they perceive when they listen or watch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>- compare</td>
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<tr>
<td>- contrast</td>
</tr>
<tr>
<td>- experience</td>
</tr>
<tr>
<td>- drama</td>
</tr>
<tr>
<td>- poetry</td>
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<td>- viewing</td>
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<tr>
<td>- audio</td>
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<tr>
<td>- perception</td>
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<tr>
<td>- similarities</td>
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<tr>
<td>- differences</td>
</tr>
</tbody>
</table>

### Teaching Notes and Strategies

**Appendix B Sample Performance Task:** 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.paulreverehouse.org/ride/), analyzing the impact of different techniques employed that are unique to each medium.

**SBAC Claim # 1:** Read Closely & critically

### Questions Stems

- How does reading a story compare to the audio or video version?
- What do you see/hear when reading the text?
- Explain your perception of what you hear and see.
- Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version.
- What was similar/different? How? Why?

### RL 5.7:

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).

### RL 7.7:

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).
### RL 6.9

**Standard:** 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.

**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Understand the compare/contrast pattern</td>
<td>• compare</td>
<td>SBAC Claim # 1: Read Closely &amp; critically</td>
</tr>
<tr>
<td>□ Recognize text forms and genres</td>
<td>• contrast</td>
<td>• comparar</td>
</tr>
<tr>
<td>□ Understand how themes are developed</td>
<td>• contrastar</td>
<td>• contraste,</td>
</tr>
<tr>
<td>□ Identify text topics</td>
<td>• similarities</td>
<td>• similitudes</td>
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<td></td>
<td>• differences</td>
<td>• diferencias</td>
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<td></td>
<td>• text</td>
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<td></td>
<td>• genres</td>
<td>• géneros</td>
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<tr>
<td></td>
<td>• theme</td>
<td>• tema</td>
</tr>
<tr>
<td></td>
<td>• historical novels</td>
<td>• novellas historicas</td>
</tr>
<tr>
<td></td>
<td>• fantasy</td>
<td>• fantasía</td>
</tr>
<tr>
<td></td>
<td>• realism</td>
<td>• realismo</td>
</tr>
</tbody>
</table>

### Questions Stems

- How are _____ and _____ alike/similar?
- How are _____ and _____ different?
- What are the text forms/genres of each selection?
- What is the topic or theme of each selection?
- Although the topic/theme of these passages is similar, how does the presentation differ?
- Why do you think the author used this approach in relaying the theme?

### RL 5.9:

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### 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.
**Standard:** 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.

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

<table>
<thead>
<tr>
<th>Essential Skills/Concepts</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q Read various forms of literature fluently</td>
<td>• literature</td>
<td>literature</td>
</tr>
<tr>
<td>Q Demonstrate comprehension of various forms of literary text</td>
<td>• drama</td>
<td>drama</td>
</tr>
<tr>
<td>Q Read independently and comprehend complex texts.</td>
<td>• poetry</td>
<td>poesia</td>
</tr>
<tr>
<td>Q Make an effort to independently read texts of increasing complexity.</td>
<td>• fluency</td>
<td>fluidez</td>
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<tr>
<td>Q Monitor comprehension</td>
<td>• comprehension</td>
<td>comprensión</td>
</tr>
</tbody>
</table>

**Questions Stems**

- What have you read independently lately?
- What genres have you recently read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literature?
- What is the lexile level of this text?
- Briefly summarize the plot and theme of the text.

**RL 5.10:** 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.

**RL 7.10:** 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.
**RI 6.1**

**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Anchor:** 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.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading Comprehension</td>
<td>• analyze</td>
<td><strong>SBAC Claim # 1:</strong> Read Closely &amp; critically</td>
</tr>
<tr>
<td>- Draw inferences</td>
<td>• explicit</td>
<td></td>
</tr>
<tr>
<td>- Support inference with evidence from the text</td>
<td>• inference</td>
<td></td>
</tr>
<tr>
<td>- Analyze the text</td>
<td>• textual evidence</td>
<td></td>
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<td></td>
<td>• generalizations</td>
<td></td>
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<td></td>
<td>• accurate</td>
<td></td>
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<td></td>
<td>• concepts</td>
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<td>• analizar</td>
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<td>• explícito</td>
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<td>• inferencia</td>
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<td></td>
<td>• generalización</td>
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<td></td>
<td>• conceptos</td>
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</table>

**Questions Stems**

- What does the author mean when he/she says_____?
- What conclusions can be drawn?
- What textual evidence does the text give to prove these generalizations accurate?
- Analyze the text and determine the most important concepts.

**RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**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.
### Essential Skills/Concept
- Reading Comprehension
- Determine the central idea
- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment

### Academic Vocabulary/Cognates
- **theme**  
- **idea**
- **convey**
- **details**
- **summary**
- **distinct**
- **fact**
- **opinion**
- **suggest**  
  - **tema**
  - **idea**
  - **detalles**
  - **resumen**
  - **distinto**
  - **opinión**

### Questions Stems
- ✓ What does the text suggest?
- ✓ Which of the following best captures the theme?
- ✓ What is the central idea?
- ✓ What distinct details convey the central idea of this piece?
- ✓ How can you best summarize the text?
- ✓ Is your summary free of personal judgment or opinion statements/

### Teaching Notes and Strategies
- **SBAC Claim # 1:** Read Closely & critically

**RI 5.2:** Determine two or more main ideas and how they are supported by key details; summarize the text.

**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.
<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and identify how a key individual/event/idea is introduced</td>
<td>• analyze</td>
<td>Appendix B Sample Performance Task: 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 <em>introduces, illustrates, and elaborates</em> upon the events in Tubman’s life.</td>
</tr>
<tr>
<td>• Understand and identify how a key individual/event/idea is illustrated</td>
<td>• detail</td>
<td>SBAC Claim # 1: Read Closely &amp; critically</td>
</tr>
<tr>
<td>• Understand and identify how a key individual/event/idea is elaborated upon</td>
<td>• event</td>
<td></td>
</tr>
<tr>
<td>• Identify examples and anecdotes</td>
<td>• elaborate</td>
<td></td>
</tr>
<tr>
<td>• Understand how an event or idea is introduced</td>
<td>• illustrate</td>
<td></td>
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<tr>
<td>• Understand and identify how a key individual/event/idea is elaborated upon</td>
<td>• explain</td>
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<td></td>
<td>• anecdotes</td>
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<td></td>
<td>• individual</td>
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<td></td>
<td>• elaborate</td>
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</tbody>
</table>

**Questions Stems**

- Analyze in detail how an individual, event, or idea is introduced in a text.
- Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
- How did the individual/events/idea change over the course of the text?
- Where does the author provide an example or anecdote to support the development of an individual/event/idea?

**RI 5.3:** 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.

**RI 7.3:** 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).
**Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. *(See grade 6 Language standards 4-6 for additional expectations.)*

**Anchor:** 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.

### Essential Skills/Concept:
- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Make inferences

### Academic Vocabulary/Cognates
- phrases: frase(s)
- figurative meaning: ferguative
- connotative meaning
- synonyms: sinónimo
- antonyms: antónimo
- analyze: analizar
- specific: especifico
- impact: impacto
- meaning
- tone: tono
- word choice
- determine: determinar

### Teaching Notes and Strategies
- SBAC Claim # 5: Use oral and written language skillfully

### Questions Stems
- ✓ What does the word/phrase _______ mean in this selection?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ Which of the following synonyms is closest in the meaning to the word _________?
- ✓ In this sentence, the word ______ means ________.
- ✓ What is the technical meaning of the word?

**RI 5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. *(See grade 5 Language standards 4-6 for additional expectations.)*

**RI 7.4:** 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.
RI 6.5

**Standard:** 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.

A. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.

**Anchor:** 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.

### Essential Skills/Concept

- Analyze text structure and its smaller parts
- Understand how ideas develop
- Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

### Academic Vocabulary/Cognates

- analyze  analizar
- chapter heading  capítulo
- stanza  estrofa
- text structure  estructura del texto
- section  sección
- paragraph  párrafo
- graphics  gráfico(s)
- headings  subtítulos
- captions  subtítulos
- media  los medios de comunicación

### Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & critically

### Questions Stems

- Which sentence does not belong?
- How does the idea develop?
- What words help the development of an idea?
- How does ________ contribute to the development of the idea?
- How does the sentence/paragraph/chapter/section fit into the overall structure of a ________?
- What is the main idea of the section, chapter, paragraph?
- What text features are used?
- How do the text feature assist the reader?

---

RI 5.5: 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.

RI 7.5: 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.

a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. 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.
**Standard:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify point of view</td>
</tr>
<tr>
<td>- Identify author’s purpose</td>
</tr>
<tr>
<td>- Understand and explain how point of view/purpose develops and is conveyed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Cognates</th>
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<tbody>
<tr>
<td>- author</td>
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<tr>
<td>- point of view</td>
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<tr>
<td>- develop</td>
</tr>
<tr>
<td>- narrator</td>
</tr>
<tr>
<td>- speaker in text</td>
</tr>
</tbody>
</table>

**Questions Stems**

- What is the author’s point or view or purpose?
- How does the author’s word choice help develop the point of view/purpose?
- Use the text to support how the point of view/purpose is conveyed by the author

**Teaching Notes and Strategies**

SBAC Claim # 1: Read Closely & critically

**RI 5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI 7.6:** 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.
**RI 6.7**

**Standard:** 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.

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Integrate information from diverse media and formats</td>
<td>- media format</td>
<td>SBAC Claim # 1: Read Closely &amp; critically</td>
</tr>
<tr>
<td>- Summarize information</td>
<td>- topic tema</td>
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<tr>
<td>- Develop understanding of a topic/issue</td>
<td>- issue</td>
<td></td>
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<tr>
<td></td>
<td>- information información</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- synthesize sintetizar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- summarize resumir</td>
<td></td>
</tr>
</tbody>
</table>

**Questions Stems**

☑ What common understanding on the topic/issue did you develop?
☑ Which format best relays the message?

---

**RI 5.7:** 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.

**RI 7.7:** 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).
### Essential Skills/Concept
- Understand how claims and/or arguments are supported
- Trace and evaluate arguments and claims
- Distinguish valid claims from claims that aren’t supported

### Academic Vocabulary/Cognates
- evaluate  evaluar
- argument  argumento
- distinguishing claim  reclamación
- evidence  válido
- valid  validez
- validity  valid
- claim  reclamación

### Teaching Notes and Strategies

#### Appendix B Sample Performance Task
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.

#### SBAC Claim # 1: Read Closely & critically

### Questions Stems
- What is the argument presented in the text?
- How is the argument developed and supported?
- Is the claim valid? Explain your answer.
- Show me evidence the supports the argument.
- Which of the evidence supporting the argument is most relevant?

### RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### RI 7.8: 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.
### RI 6.9

**Standard:** 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).

**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Compare &amp; contrast differing presentations of the same event</td>
<td>- compare</td>
<td>- SBAC Claim # 1: Read Closely &amp; critically</td>
</tr>
<tr>
<td>- Synthesize information</td>
<td>- contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- similar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- difference</td>
<td></td>
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<tr>
<td></td>
<td>- presentation</td>
<td></td>
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<tr>
<td></td>
<td>- event</td>
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<td></td>
<td>- point of view</td>
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<td></td>
<td>- perspective</td>
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<tr>
<td></td>
<td>- comparar</td>
<td></td>
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<td></td>
<td>- contraste, contrastar</td>
<td></td>
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<td></td>
<td>- similar</td>
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<td></td>
<td>- diferencia</td>
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<td></td>
<td>- presentación</td>
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<td></td>
<td>- evento</td>
<td></td>
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<td></td>
<td>- punto del vista</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- perspectiva</td>
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</tr>
</tbody>
</table>

### Questions Stems

- Compare ______ presentation of _____ to ______ presentation of _______.
- How do the works of _____ differ from the works of ______? practical
- Explain the similarities and differences of _____ and ______.
- What is common in both texts?
- How do the texts differ?
- Which of the authors’ approaches do you prefer? Why?

### RI 5.9:

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI 7.9:** 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.
### RI 6.10

**Standard:** 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.

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

#### Essential Skills/Concept
- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

#### Academic Vocabulary/Cognates
- fluency flúidez
- comprehension comprensión
- non-fiction no de ficción

#### Questions Stems
- What have you read independently lately?
- What are the topics/central ideas of the nonfiction texts that you have recently read?
- What topic did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literary nonfiction?
- What is the lexile level of this text?
- Briefly summarize the central idea of the text.

### RI 5.10
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.

### RI 7.10
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.
**W 6.1**  Write arguments to support claims with clear reasons and relevant evidence.

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

**Essential Skills/Concept**

- Understand the rhetoric of argument
- Introduce a precise claim
- Provide reasons and evidence to support claims
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships among claims and reasons
- Understand and use a formal style
- Provide an effective conclusion

**Academic Vocabulary/Cognates**

- arguments
- claims
- clear reasons
- relevant evidence
- facts, reasons, details
- credible source
- topic
- thesis statement
- persuade
- style
- conclusion
- transitions
- supporting evidence

- argumentos
- reclamación
- razones claras
- pertinente
- razones/detalles
- creible
- tema
- persuadir
- estilo
- conclusión
- transiciones

**Teaching Notes and Strategies**

See Appendix C: Smoking page 36 - 37

**SBAC Claim # 2: Write effectively**

**W 5.1:** 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 opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

**Questions Stems**

- How can you clearly introduce your claim?
- What reasons/evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style?
- Is your concluding statement congruent with the argument presented?

**W 7.1:** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
W 6.2

**Standard:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic or thesis statement; 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.

**Questions Stems**
- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize transitional expressions to establish relationships among ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Understand and use a formal style
- Provide an effective conclusion

**Essential Skills/Concept**
- Utilize formatting, graphics, and multimedia
- Introduce a topic
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize transitional expressions to establish relationships among ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Understand and use a formal style
- Provide an effective conclusion

**Academic Vocabulary/Cognates**
- expository
- reason, detail, fact
- explanation
- elaboration
- audience
- thesis statement
- formal style
- conclusion
- introduction
- transitions
- topic
- compare/contrast
- cause/effect
- formatting
- heading
- classification
- selection
- organization
- analysis
- relevant content
- expositivo
- razón, detalle
- explicación
- elaboración
- audiencia
- tesis
- estilo formal
- conclusión
- introducción
- transiciones
- tema
- comparar/contraste
- causar o causa/efecto
- formato
- cabecera
- clasificación
- selección
- organización
- análisis
- contenido pertinente

**Teaching Notes and Strategies**
- SBCA Claim # 2: Write effective

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**W 7.2:** Write informative/explanatory texts to examine a topic and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparisons/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.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

---

Standard: 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.

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

W 6.3

Essential Skills/Concept
- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide an effective conclusion

Academic Vocabulary/Cognates
- plot
- characters
- setting
- resolution
- point of view
- sensory details
- concrete
- dialogue
- rising action
- sequence
- events
- mood
- narrator
- descriptive language
- transitions/story connectors

Questions Stems
- What experience or event will you write about?
- How will you introduce your characters and narrator?
- How will you organize the events in your story? Are they logical?
- What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- How can you use dialogue to convey the experience?
- How and where can the use of descriptive language assist in conveying the experience?
- Are the descriptive details provided relevant?
- How will you provide a satisfying conclusion?

Teaching Notes and Strategies
SBCA Claim # 2: Write effective

W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. 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.

W 7.3: 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 character; 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 the narrated experiences or events.
**W 6.4**  
**Standard:** 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.)

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand various writing text types and their organizational structures</td>
<td>- organization</td>
<td>SBCA Claim # 2: Write effective</td>
</tr>
<tr>
<td>- Identify and understand the writing task</td>
<td>- estilo</td>
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<tr>
<td>- Identify and understand the writing purpose</td>
<td>- propósito</td>
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<tr>
<td>- Determine and address the audience appropriately</td>
<td>- audiencia</td>
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<tr>
<td>- Understand and utilize appropriate style</td>
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</tbody>
</table>

**Questions Stems**

- What form of writing does the prompt call for?
- What organizational structure will you use?
- What is the purpose for writing?
- Who is the audience?
- How will you organize and develop your thoughts before writing?
- Did you use vocabulary that is appropriate to your audience?
- Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

**W 5.4:** Produce clear and coherent writing (including multiple-paragraph texts) 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.)

**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.)
**W 6.5**

**Standard:** 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.)

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
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</thead>
<tbody>
<tr>
<td>Develop and use planning templates</td>
<td>- planning</td>
<td>planeando (v)</td>
</tr>
<tr>
<td>Understand and utilize revision techniques</td>
<td>- revising</td>
<td>revisando</td>
</tr>
<tr>
<td>Identify and edit text-problems</td>
<td>- editing</td>
<td></td>
</tr>
<tr>
<td>Understand and use multiple writing approaches</td>
<td>- rewriting</td>
<td></td>
</tr>
<tr>
<td>Receive and provide writing guidance</td>
<td>- organization</td>
<td>organización</td>
</tr>
</tbody>
</table>

**Questions Stems**

- How will you plan your writing piece?
- How does your planning template compare with your writing piece? Was something added/omitted? Why
- What is the best title for this piece?
- Is the structure you selected the most effective format for conveying your ideas?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- Do all sentences belong? Do some sentences need to be reworded or deleted?
- Is your writing free of writing conventions errors?
- Where should you go if you need help editing?

**W 5.5:** 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.)

**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 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 52.)
**Standard:** 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.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
</table>
| Use technology proficiently for production, publication, and collaboration | - publish  
- keyboarding  
- medium  
- collaborate  
- interact  
- skills | |
| Demonstrate keyboarding skills (three page/single sitting minimum) | publicar  
mediol  
colaborar  
interactuar | |
| Access and use the Internet | | |

**Questions Stems**
- What software will you use to create this document?
- How can the Internet serve as a tool for production, publication, and collaboration?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?

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

**W 5.6:** With 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.

**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.
### W 6.7

**Standard:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand steps of an investigation</td>
</tr>
<tr>
<td>Develop an inquiry question</td>
</tr>
<tr>
<td>Conduct research drawing on several sources</td>
</tr>
<tr>
<td>Refocus inquiry when appropriate</td>
</tr>
<tr>
<td>Synthesize and summarize information</td>
</tr>
<tr>
<td>Cite a variety of sources</td>
</tr>
</tbody>
</table>

**Academic Vocabulary/Cognates**

- key words
- site source
- internet search
- synthesize
- research
- project
- inquiry
- bibliography
- investigation
- precise
- sintetizar
- proyecto
- bibliografía
- investigación
- preciso

**Teaching Notes and Strategies**

**SBCAC Claim # 4:** Conduct research

**Questions Stems**

- What subject are you investigating?
- What is your inquiry question?
- How will locate sources?
- What is the origin of the sources you are using?
- How do correctly cite your sources?
- How does the information drawn from various sources provide an answer to your question?
- Is the information from the various sources consistent / complimentary?
- Does your inquiry question need to be altered as a result of your findings?
- How can you best summarize your findings?
- What did you learn from this inquiry?

### W 5.7

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

### 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.
### W 6.8

**Standard:** 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.

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

<table>
<thead>
<tr>
<th>Essential Skills/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather print and digital information (research)</td>
</tr>
<tr>
<td>Assess relevance of information</td>
</tr>
<tr>
<td>Assess credibility of sources</td>
</tr>
<tr>
<td>Utilize quotes</td>
</tr>
<tr>
<td>Paraphrase correctly</td>
</tr>
<tr>
<td>Create a bibliography</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research</td>
</tr>
<tr>
<td>• Source</td>
</tr>
<tr>
<td>• digital source</td>
</tr>
<tr>
<td>• credible</td>
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<tr>
<td>• quote</td>
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<tr>
<td>• quotation marks</td>
</tr>
<tr>
<td>• summarize</td>
</tr>
<tr>
<td>• paraphrase</td>
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<tr>
<td>• plagiarism</td>
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<tr>
<td>• bibliography</td>
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<tr>
<th>Teaching Notes and Strategies</th>
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<tbody>
<tr>
<td>SBCA Claim # 2: Write effective</td>
</tr>
<tr>
<td>SBCAC Claim # 4: Conduct research</td>
</tr>
</tbody>
</table>

### Questions Stems

- How will you locate information from both print and digital sources?
- What makes this information relevant to the topic?
- How do you know that the source is credible?
- What direct quotes will you use?
- What conclusive information do you plan to include?
- How will you paraphrase the information?
- How do you cite (various) sources in a bibliography?

### W 5.8

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.

### 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.
Standard: 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”).

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

Essential Skills/Concept

- Analyze literary or informational texts
- Identify evidence to support analysis/research
- Recognize and understand organizational structures

Academic Vocabulary/Cognates

- analyze
- evidence
- support
- research
- credible
- author
- reason
- analizar
- creíble
- autor
- razón

Teaching Notes and Strategies

- SBCA Claim # 2: Write effective
- SBCAC Claim # 4: Conduct research

Questions Stems

✓ What evidence can you draw from the passage to support your analysis or position?
✓ How does the author present the information?
✓ What similarities in the various texts do you notice?
✓ What conclusions can you make based on the text(s)?

W 7.9: Draw evidence from literary or informational text to support analysis, reflection and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).

b. 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”).
### W 6.10

**Standard:** 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.

**Anchor:** 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.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>- Identify and understand the task</td>
<td>• Reflection reflexión</td>
<td></td>
</tr>
<tr>
<td>- Identify and understand the purpose</td>
<td>• Revision revisión</td>
<td></td>
</tr>
<tr>
<td>- Identify and understand the audience</td>
<td>• rough draft</td>
<td></td>
</tr>
<tr>
<td>- Compose a variety of text types</td>
<td>• editing</td>
<td></td>
</tr>
<tr>
<td>- Communicate information effectively</td>
<td>• summary resumen</td>
<td></td>
</tr>
</tbody>
</table>

### Questions Stems

- How can you create an outline (with time frames) to facilitate/organize your writing?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?
- How will you address the audience’s knowledge/perspective?

---

### W 5.10

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.

---

### 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.
### SL 6.1

**Standard:** 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.

**Anchor:** 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.

<table>
<thead>
<tr>
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<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Prepare for discussions by reading required material</td>
<td>- precise language lenguaje preciso</td>
<td></td>
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<tr>
<td>- Express yourself clearly</td>
<td>- collaborative colaborativo</td>
<td></td>
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<tr>
<td>- Know how to incorporate evidence or information about the topic, text, or issue during the discussion</td>
<td>- discussion discusión</td>
<td></td>
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<tr>
<td>- When working in groups:</td>
<td>- issues</td>
<td></td>
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<td></td>
<td>- express expresar</td>
<td></td>
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<tr>
<td></td>
<td>- formal language lenguaje formal</td>
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<td></td>
<td>- evidence</td>
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<td></td>
<td>- elaborate elaborar</td>
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<td>- perspective perspectiva</td>
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<td></td>
<td>- reflection reflexión</td>
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<td></td>
<td>- paraphrase parafrasear</td>
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</tr>
</tbody>
</table>

**Questions Stems**

- How did you prepare for today’s discussion?
- What are some questions you might ask during the discussion?
- Based on what you read, what might you want to discuss more deeply with your group?
- Will your group need to designate group tasks? How will you decide what roles you will take?
- How did you contribute to the group?
- After listening to the group discussion, reflect on what you heard? Do you agree with the ideas?
- Can you paraphrase key ideas?
- In writing, review the key ideas expressed during the discussion.
- Was the group discussion effective? What did you learn?

---

**SL 5.1:** 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.

**SL 7.1:** 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.
### Standard: SL 6.2
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.

### Anchor: SL 6.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>- Identify different sources and formats of information</td>
<td>- Interpret</td>
<td>SBAC Claim # 3: Employ effective speaking and listening skills</td>
</tr>
<tr>
<td>- Interpret information from various sources</td>
<td>- diverse media</td>
<td></td>
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<tr>
<td>- Explain how different media and formats contribute to how information is interpreted</td>
<td>- formats</td>
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<tr>
<td>- Interpret information that is presented visually, through charts and graphs, or speaking</td>
<td>- visually</td>
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<tr>
<td></td>
<td>- quantitatively</td>
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<td></td>
<td>- orally</td>
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<td>- contributes</td>
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<td>- print media</td>
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<td>- digital media</td>
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<td>- issue</td>
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<td>- interpretar</td>
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<td>- formatos</td>
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<td></td>
<td>- visualmente</td>
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<td>- cuantitativamente</td>
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<td>- oralmente</td>
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<td>- contribuir</td>
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<td>- los medios digitales</td>
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</table>

### Questions Stems

- **✓** What format is used to present the information?
- **✓** How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
- **✓** Who is the intended audience? Did this influence which media format was used to deliver the information?
- **✓** What is your topic? What media will you use to present your information?
- **✓** Are there other factors that you consider when choosing a media format?

### SL 5.2: SL 5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### SL 7.2: SL 7.2
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.
**SL 6.3**

**Standard:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Anchor:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

<table>
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<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Identify claims and arguments</td>
<td>- Delineate delinear</td>
<td>SBAC Claim # 3: Employ effective speaking and listening skills</td>
</tr>
<tr>
<td>❑ Understand what constitutes evidence</td>
<td>- reason razón</td>
<td>SBAC Claim # 5: Use oral and written language skillfully</td>
</tr>
<tr>
<td>❑ Know when something is reasonable</td>
<td>- argument argumento</td>
<td></td>
</tr>
<tr>
<td>❑ Identify specific claims supported by evidence</td>
<td>- claim reclamación</td>
<td></td>
</tr>
<tr>
<td>❑ Identify arguments that are logical and within reason</td>
<td>- evidence</td>
<td></td>
</tr>
<tr>
<td>❑ Identify the reasons and evidence that support a person’s claims</td>
<td>- fact</td>
<td></td>
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<tr>
<td>❑</td>
<td>- opinion opinión</td>
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</table>

**Questions Stems**

☑ Is the speaker’s argument valid? Why or why not?
☑ Are the claims that the speaker uses to support the argument valid? Why or why not?
☑ How is the argument supported?
☑ Are the speaker’s claims based on fact and evidence?
☑ Are the speaker’s arguments based on faulty logic?
☑ What information was factual?
☑ Which claims were based on opinion?
☑ Was the factual information backed with relevant evidence?

**SL 5.3:** Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

**SL 7.3:** Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
**Standard:** Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

a. **Plan and deliver an informative/explanatory presentation that:** develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.

**Essential Skills/Concept**
- Plan and deliver presentations
  - argument
  - narrative
  - informative/explanatory
  - response to literature
- Distinguish between a claim and a finding
- Use an organizer to sequence ideas logically
- Sequence ideas logically
- Emphasis main ideas by using details, facts, gestures and body language
- Make appropriate eye contact, speak clearly and loudly enough for the audience
- Use precise language, including terms found in different subjects
- Provide a strong conclusion

**Academic Vocabulary/Cognates**
- claim: reclamación
- finding: argumento
- argument: argumento
- narrative: narrativa
- informative: informativo
- response to literature: repuesta a la literatura
- sequence: secuencia
- logical: lógico
- pertinent description: descripción pertinente
- nonverbal elements: elementos no verbales
- accentuate: acentual
- theme: tema
- eye contact
- adequate volume: volumen adecuado
- clear pronunciation: pronunciación clara
- transitions: transiciones
- concrete details: detalles concretos
- conclusion: conclusión

**Teaching Notes and Strategies**

SBAC Claim # 3: Employ effective speaking and listening skills

**Questions Stems**
- Do you have a plan for you presentation?
- What topic will you inform your audience about?
- How will you present your claims and evidence?
- What is the difference between a claim and an argument?
- Do you have sufficient facts and evidence to support you claims?
- Is the presentation logical, moving from one point to the next?
- Are you using transitions to help your readers follow and understand you claim?
- Is the language in you presentation precise and relevant to the topic?
- How did you conclude your presentation?
- Was your conclusion strong? Why or why not?

**SL 5.4:** 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.

a. **Plan and deliver an opinion speech that:** states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.

b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

**SL 7.4:** Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.
**SL 6.5**

**Standard:** Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

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

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<tbody>
<tr>
<td>- Select appropriate multimedia components that have clear meaning to the presentation.</td>
<td>- textual elements</td>
<td>SBAC Claim # 3: Employ effective speaking and listening skills</td>
</tr>
<tr>
<td>- Know how to create visual displays</td>
<td>- graphics</td>
<td></td>
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<tr>
<td>- Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors</td>
<td>- audio</td>
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<tr>
<td>- Know how to embed photos, video, audio, texts and animation in a presentation</td>
<td>- video</td>
<td></td>
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<tr>
<td>- interactive elements</td>
<td>- images</td>
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<td>- formats</td>
<td>- audio</td>
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<td>- digital</td>
<td>- video</td>
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<tr>
<td>- clarify</td>
<td>- interactive elements</td>
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<tr>
<td>- multimedia components</td>
<td>- images</td>
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<thead>
<tr>
<th>Questions Stems</th>
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<tbody>
<tr>
<td>✓ How does the use of _________ enhance your presentation? The message?</td>
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<tr>
<td>✓ What digital media could you use to present your data clearly?</td>
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<td>✓ What is the message or information you want to convey to your audience?</td>
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<td>✓ How would including media help the presentation?</td>
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<tr>
<td>✓ Do the components help clarify the presentation?</td>
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<tr>
<td>✓ What kind of information could you convey by using animation, graphics, sound…</td>
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<tr>
<td>✓ How did you decide which images you would include?</td>
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<tr>
<td>✓ Did you strategically place your media components and visual displays to enhance understanding of your presentation topic?</td>
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</table>

**SL 5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL 7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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</thead>
<tbody>
<tr>
<td>Identify the audience and purpose</td>
<td>• context contexto</td>
<td>SBAC Claim # 3: Employ effective speaking and listening skills</td>
</tr>
<tr>
<td>Know the difference between informal and formal English</td>
<td>• demonstrate demostrar</td>
<td></td>
</tr>
<tr>
<td>Vary sentence patterns for style</td>
<td>• formal English inglés formál</td>
<td></td>
</tr>
<tr>
<td>Understand and adapt the delivery to appeal to the audience</td>
<td>• appropriate apropiado</td>
<td></td>
</tr>
<tr>
<td>Enunciate and speak at appropriate volume and pace.</td>
<td>• audience audiencia</td>
<td></td>
</tr>
<tr>
<td>Use conventions of language to improve expression</td>
<td>• formal presentation presentación formal</td>
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<td></td>
<td>• purpose propósito</td>
<td></td>
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<td></td>
<td>• language conventions convenciones de languaje</td>
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<td></td>
<td>• enunciation enunciación</td>
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</table>

**Questions Stems**
- What is the purpose for your speech?
- Are you trying to persuade or convince your audience?
- Who is the audience?
- Are you delivering a formal presentation?
- Will you need formal or informal English? Why?
- Are there places where you can substitute more precise engaging language to keep the listeners interested?
- How is your selection of word choice going to impact your presentation?
- How will you engage the listeners and keep them interested?
- How will you emphasize the important points?

**SL 6.6:** 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.)

**SL 5.6:** Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL 7.6:** 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.)
**Standard:** 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 **all pronouns, including** intensive pronouns (e.g., myself, ourselves) **correctly.**

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.

---

**Essential Skills/Concept**

- Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)
- Recognize variations from standard English

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**Academic Vocabulary/Cognates**

- language conventions convenciones de lenguaje
- standard English
- proper case
- intensive pronoun pronombres intensivos
- vague pronouns
- conventional language lenguaje convencional
- antecedent antecedente
- subject pronoun
- object pronoun
- possessive pronoun pronombre posesivo

---

**Questions Stems**

✓ What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns?
✓ What is an intensive pronoun? How/when is it used?
✓ What are the singular/plural forms of the pronoun ______?
✓ Can one easily identify who or what the pronoun ______ is referring to? How can you clarify/reduce ambiguity?
✓ In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity?

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**SBAC Claim # 2:** Write effectively

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**Teaching Notes and Strategies**

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L 5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

b. Form and use the perfect (e.g., I *had* walked; I *have* walked; I *will have* walked) verb tenses.

c. Use verb tense to convey various times, sequences, states, and conditions.

d. Recognize and correct inappropriate shifts in verb tense.

e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

---

L 7.1: 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 all pronouns, including intensive pronouns (e.g., myself, ourselves) **correctly.**

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 6.2**

**Standard:** 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.

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

---

**Essential Skills/Concept**

- Use commas, dashes, and/or parentheses
- Understand and punctuate nonrestrictive/parenthetical elements
- Spell correctly

**Academic Vocabulary/Cognates**

- phrase
- clause
- nonrestrictive
- parenthetical element

- frase
- cláusula

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**Questions Stems**

✓ What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
✓ How does a nonrestrictive element differ from a restrictive element?
✓ How do parenthetical elements enhance a sentence? What is their purpose?
✓ How should parenthetical elements be punctuated?
✓ How can punctuation of parenthetical elements denote significance?

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**L 5.2:** Observe conventions of capitalization, punctuation, and spelling.

  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.

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**L 7.2:** 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.
**Standard:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

**Anchor:** 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.

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<th>Essential Skills/Concept</th>
<th>Academic Vocabulary/Cognates</th>
<th>Teaching Notes and Strategies</th>
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<td>Recognize and use a variety of sentence patterns</td>
<td>sentence variety</td>
<td>SBAC Claim # 5: Use oral and written language skillfully</td>
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<tr>
<td>Identify and use appropriate language to address audience</td>
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<tr>
<td>Recognize and employ consistent style</td>
<td>style</td>
<td></td>
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<tr>
<td>Recognize and employ consistent tone</td>
<td>voice</td>
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</tbody>
</table>

**Questions Stems**

- ✓ What sentence patterns are present/absent in this piece (essay/presentation/passage)?
- ✓ Does the piece address the needs/interests of the audience?
- ✓ Is the piece consistent in style and tone? How?

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**L 5.3:** 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.

**L 7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.*
- b. Maintain consistency in style and tone.*
**Standard:** 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 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).

**Anchor:** 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.

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<tr>
<td>Use context clues to derive word meaning</td>
<td>- context clues</td>
<td>SBAC Claim # 5: Use oral and written language skillfully</td>
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<tr>
<td>Use Greek and Latin affixes and roots to derive word meaning</td>
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<tr>
<td>Use reference materials to derive word meanings</td>
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<tr>
<td>Use reference materials to determine correct pronunciation of words</td>
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<tr>
<td>Verify word meaning</td>
<td>- suffix</td>
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<tr>
<td>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 part of speech.</td>
<td>- consult</td>
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<tr>
<td>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).</td>
<td>- reference materials</td>
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<td>- dictionary</td>
<td>materiales de referencia</td>
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<td>- thesauruses</td>
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<td>- glossary</td>
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<td>- pronunciation</td>
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<td>- verify</td>
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<td>- context</td>
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</table>

**Questions Stems**

☑ Based upon the use of the word in the sentence, what can you deduce the word ________ means?

☑ Does the positioning of the word ________ assist in determining meaning? Is an appositive clue provided?

☑ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?

☑ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?

☑ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

**L 5.4:** 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*).

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 and to identify alternate word choices in all content areas.

**L 7.4:** 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 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).
**Standard:** 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, wasteful, thrifty).

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

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<td>Interpret figurative language</td>
<td>- figurative language lenguaje figurado</td>
<td>SBAC Claim # 5: Use oral and written language skillfully</td>
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<tr>
<td>Utilize word relationships to clarify meaning</td>
<td>- figures of speech similes</td>
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<tr>
<td>Identify the explicit/direct meaning of a word (denotation)</td>
<td>- similes similes</td>
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<tr>
<td>Identify the secondary meaning of a word (connotation)</td>
<td>- metaphors metáforas</td>
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<td>- personification personificación</td>
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**Questions Stems**

- What is meant by the figurative expression_________?
- What type of figurative language is used?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/direct meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

**L 5.5:** 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.

**L 7.5:** 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, wasteful, thrifty).
### L 6.6

#### Standard:
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.

#### Anchor:
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 Skills/Concept
- Identify, understand, and use general academic terms
- Identify, understand, and use domain-specific terms
- Independently build vocabulary

#### Academic Vocabulary/Cognates
- academic words
- domain specific words
- vocabulary
- comprehension
- expression

#### Teaching Notes and Strategies
- **SBAC Claim # 5:** Use oral and written language skillfully

#### Questions Stems
- **✓** What is the meaning for the term ________?
- **✓** How would you use the academic word ________ in a sentence?
- **✓** Can you give an example of how the word ________ is used in different subject areas?
- **✓** The word ________ is specific to what subject/domain?
- **✓** Why is it important to understand the meaning of the domain-specific word ________ when studying this subject?
- **✓** What strategies do you use for identifying, understanding, and using high-utility academic words?

### L 5.6

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*).

### 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.