

RL 5.1	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.	
	Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	I Can: 1a. I can identify evidence from the text to support my answers. 1b. I can analyze evidence from the text to make inferences.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify details and examples in text Use the author's name or expressions like, the <i>author states</i>, or <i>in the author's opinion</i> when quoting from the texts Cite specific examples and details to support inferences When inferring from the text, cite what the author said that lead to that conclusion. 	<ul style="list-style-type: none"> explicit inference textual evidence conclude author's purpose quote 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ Why did the author write this passage? ✓ What inferences can you make? ✓ What information would you need to support the inference? ✓ What can you conclude from this passage? ✓ Why do you think that? Can you give specific examples from the text that support your thinking? ✓ Can you show me where in the text the author says that? 		
RL4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RL 5.2	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Standard: 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.	
	I Can: 2a. I can determine the theme of multiple genres using details from the text. 2b. I can evaluate how a character will respond to challenges in a text. 2c. I can analyze how a speaker in a poem reflects on a topic. 2d. I can summarize a text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify universal themes in stories, dramas, or poems Identify the topics in the writing Locate details that support the theme Understand that characters respond to challenges in different ways, such as internally or externally Understand that reflection is an inner process Summarize the text 	<ul style="list-style-type: none"> theme drama poem details characters reflects topic summarize conflict resolution solution 	<p>Appendix B Sample Performance Task: Students <i>summarize</i> the plot of Antoine de Saint-Exupéry’s <i>The Little Prince</i> and then reflect on the <i>challenges</i> facing the <i>characters in the story</i> while employing those and other <i>details in the text</i> to discuss the value of inquisitiveness and exploration as <i>a theme</i> of the <i>story</i>.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ What is the theme of the story? ✓ Which statement is the theme of this story? ✓ Which of the following statements best reflects the theme of the story? ✓ What conflicts did you see and how were they resolved? ✓ How did the characters solve the conflict? ✓ Summarize the text in your own words? ✓ What was the main conflict? ✓ What details did the author give to help solve the conflict? ✓ In the poem, can you find examples times when the speaker was reflecting about the topic? 		
RL4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	

RL 5.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: Compare and contrast two more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
	I Can: I can compare and contrast story elements in a text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify the characters, setting and major events of a story Compare and contrast characters, setting and events in a story or drama Provide specific details when describing the interactions between characters Provide specific details when comparing or contrasting settings or events 	<ul style="list-style-type: none"> theme trait (characteristic) compare contrast describe character/character traits dialogue analyze 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What can you tell me about these characters? ✓ In what ways do the characters think alike/differently? ✓ How does this contrast affect the outcome? ✓ In what way do different settings in the story affect the outcome? ✓ Which details does the author provide to show us how the characters act with each other? ✓ What attitude did the characters display? ✓ What do _____ and _____ have in common? ✓ How does the dialogue help you understand the characters and their actions? 		
RL4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL6.3: 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.	

RL 5.4	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.	
	Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	I Can: 4a. I can determine the meaning of words and phrases in a text. 4b. I can interpret similes and metaphors within a text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use context clues to help determine the meaning of unknown words or phrases in text • Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text • Understand that words and phrases have often have literal and figurative meanings • Know that similes and metaphors are words used to compare two objects • Use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase 	<ul style="list-style-type: none"> • symbolize • imagery • figurative meaning • literal • example • impression • detail • digital • footnote 	<p>Appendix B Sample Performance Task: Students <i>determine the meaning of the metaphor</i> of a cat in Carl Sandburg’s poem “Fog” and contrast that <i>figurative language</i> to the meaning of the <i>simile</i> in William Blake’s “The Echoing Green.”</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
Question Stems		
<ul style="list-style-type: none"> ✓ What does the word ____ mean in this sentence? ✓ Are there any clues around the word that can help you determine its meaning? ✓ Locate a simile/metaphor – what does the author compare? ✓ What strategies can you use to help you find the meaning of the word? ✓ Look at this group of words. What is the meaning of the phrase? ✓ What do the characters symbolize? ✓ What in the story is a symbol of _____? 		
RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	RL 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone	

RL 5.5	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.	
	Standard: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
	I Can: I can determine relationships between the parts of a text to the passage as a whole.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand that stories, poems and dramas have different organizational elements • Follow the message of the story, poem, or drama across chapters, stanzas, or scenes • Understand that dramas have scenes, cast of characters, setting, and narrator • Understand that stories have beginnings, conflicts/problems and conclusions • Know that often poems have stanzas or verses that provide additional details for the reader 	<ul style="list-style-type: none"> • drama • dialogue • scenes • casts • act • stage directions • dramatic literature • poem • stanza 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ How is this text organized? ✓ This selection can best be described as a _____. ✓ Can you the difference between a chapter in a book and a scene in a play? ✓ How many stanzas or verses does this poem have? ✓ How would this change if we took out the _____ stanza/chapter/scene? ✓ What is the key event/idea in this chapter/stanza? ✓ Why do you think the author wrote this as a ____ instead of as a _? 		
RL4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	

RL 5.6	Anchor: Assess how point of view or purpose shapes the content and style of a text.	
	Standard: Describe how a narrator’s or speaker’s point of view influences how events are described.	
	I Can: I can evaluate how a narrator’s or speaker’s point of view influences events in a story	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify the person who is telling the story Know that the way a person tells a story is influenced by their role and the outcomes of the story Understand how the narrator’s point of view influences the description of events 	<ul style="list-style-type: none"> influence narrator speaker in text point of view 	<p>Appendix B Sample Performance Task: Students <i>describe how the narrator’s point of view</i> in Walter Farley’s <i>The Black Stallion influences how events are described</i> and how the reader perceives the character of Alexander Ramsay, Jr.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Who is telling these events? ✓ Is the narrator part of the story? Is this story being told in first-person? ✓ What is the narrator’s perspective? Are they in the story or is the story being told by an outside observer? ✓ How does the narrator’s point of view influence how the events are described? ✓ Why do you think the narrator described the events the way he/she did? ✓ How would the story be different if another character was telling the story? 		
RL4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	

RL 5.7	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Standard: 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).	
	I Can: I can explain how multimedia components (parts: i.e. pictures, sounds, graphic sources, and other multimedia) help me understand and evaluate the text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know that when creating a multimedia presentation some of the elements to consider are: <ul style="list-style-type: none"> ○ animation ○ photos ○ video ○ sound • Identify how visual and multimedia elements help increase the understanding of text • Explain how images, sounds and movements contribute to the tone of the text • Explain how photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text. 	<ul style="list-style-type: none"> • graphic novel • multimedia elements • tone • folktale • fiction • myth • visual 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read? ✓ How does adding photo images or video help increase your understanding of the text? ✓ What audio elements can you add to your presentation of that story, folktale, myth, or poem? ✓ When reading this graphic novel, be sure to notice how the creator uses words and images to convey the story. ✓ Think about how visual images influence your perspective. 		
RL4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	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.	

RL 5.8 Not applicable to literature

RL 5.9	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.	
	Standard: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
	I Can: I can compare and contrast topics and story elements from two or more books of the same genre.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be familiar with the characteristics of most genres <ul style="list-style-type: none"> ○ fables ○ folk tales ○ mysteries ○ poems ○ adventure stories • Identify the approaches authors take by analyzing two or more texts of similar themes. 	<ul style="list-style-type: none"> • compare • contrast • similar • patterns of events • literature • mystery • poem • fable • genre 	<p>Appendix B Sample Performance Task: Students <i>compare and contrast</i> coming-of-age stories by Christopher Paul Curtis (<i>Bud, Not Buddy</i>) and Louise Erdrich (<i>The Birchbark House</i>) by identifying <i>similar themes</i> and examining the stories' <i>approach</i> to the topic of growing up.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How are ____ and ____ alike? ✓ How are ____ and ____ different? ✓ How do the ideas in ____ compare to the ideas in ____? ✓ What characteristics does the character, ____ have that contrast the character of ____? ✓ How does ____ from the ____ culture, compare to ____ from the ____ culture? ✓ Why do you think the author of ____ used the same pattern of events that was used in _____? ✓ What kind of writing does the author use to tell the story? ✓ How did the author organize the story? ✓ What are some of the characteristics found in a fable? mystery? poem? 		
RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		RL 6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL 5.10	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.	
	Standard: 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.	
	I Can: 10a.I can distinguish between types of literature, including stories, dramas, and poetry. 10b. I can read and comprehend a variety of literature independently. 10c. I can read and comprehend challenging texts at the higher end of grades 4 and 5 by the Reading standards. 10d. I can recognize a wider range of context clues to help make connections. 10e.I can comprehend text at my reading level with little explanation or assistance.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Select books at the appropriate grade level • Have the opportunity to read and listen to books from a variety of genres • Use a recording sheet to track the titles and genres of books and stories read 	<ul style="list-style-type: none"> • literature • independently • fluently • author • genres 	
Question Stems		
<ul style="list-style-type: none"> ✓ What have you read independently lately? ✓ What genres have you read? ✓ What genre did you enjoy the most? ✓ Have you read multiple books by the same author? ✓ Who is your favorite author? Have you read any of his/her books lately? ✓ While offering a choice of books ask: "Have you tried this reading this type of book?" ✓ If you read that book by this author you might enjoy his/her latest book. ✓ Do you think you are ready to move to the next level? 		
RL4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.		RL6.10: 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 5.1	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.	
	Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	I Can: I can evaluate evidence from the text to support my answers and make inferences.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand the points the author is trying to make. Decide what the author is saying that would help explain your belief Use phrases such as: according to the author, in the book the author says, on page six the author wrote, when explaining what the text says. When inferring from the text cite what the author said that lead you to that conclusion Cite specific examples and details to support inferences 	<ul style="list-style-type: none"> quote explicitly drawing inferences accurately conclude support evidence inference generalization 	<p>Appendix B Sample Performance Task: Students <i>quote accurately and explicitly</i> from Leslie Hall’s “Seeing Eye to Eye” to <i>explain statements</i> they make and ideas they <i>infer</i> regarding sight and light.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Have you decided what quote from the text you will use to support your conclusion? ✓ Don’t forget when you are quoting an author you need to use the same words the author used. ✓ Why do you think that? Support your inference with a quote from the text. ✓ Show me where in the text the author said that? ✓ When you are talking with you partner please use the frame, “On page ____ the author says...” 		
RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RI 5.2	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Standard: Determine two or more main ideas and how they are supported by key details; summarize the text.	
	I Can: 2a. I can determine two or more main ideas of a text. 2b. I can explain how key ideas support the main idea. 2c. I can summarize the text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify the main ideas of the text Determine which details are key to the text Analyze how the author supported the main ideas with those details Know how to summarize text Use key details and the main idea to summarize 	<ul style="list-style-type: none"> determine main ideas support summarize key details explain 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What is this text about? ✓ What are the main ideas developed in the text? ✓ After reading the text, which details support the main ideas? ✓ How did you decide that these details are important? ✓ What kind of details does the author use to support the main ideas? ✓ Write a short summary about what you have learned? ✓ Can you summarize the main ideas of the text in a sentence? 		
RL4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.		RL6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 5.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: 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.	
	I Can: 3a. I can describe the connections between two or more people, events, or ideas within historical, scientific, and technical texts. 3b. I can analyze specific information in the text to support the connections between two or more people, events or ideas.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Recognize the difference between an event, an idea, individual, or concept Understand information read in historical, scientific, or technical text Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology Cite specific information from the text that supports observations about relationships or interactions 	<ul style="list-style-type: none"> events concepts ideas interactions historical scientific technical information 	<p>Appendix B Sample Performance Task: Students <i>explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's <i>About Time: A First Look at Time and Clocks</i>.</i></p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Explain the relationship between ____ and ____. ✓ What information from the text did you use to determine the relationship between these two scientific concepts? ✓ What information from the text did you use to determine the relationship between these two historical events? ✓ What was the result of _____'s idea? ✓ How has the interaction between these two people affected us today? ✓ Where in the text does the author indicate what the result of these events has been? 		
RL5.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		RL5.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 5.4	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.	
	Standard: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations.)	
	I Can: I can demonstrate my knowledge of grade level vocabulary words.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know how to use a dictionary or digital reference material to determine the meaning of words • Know how to use Greek and Latin affixes and roots as clues to determine the meaning of a word/phrase • Use context to help determine the meaning of figurative language • Use the relationship of words to help determine the word meaning • Recognize when a phrase is being used as an idiomatic expression • Understand the words may have multiple meanings 	<ul style="list-style-type: none"> • multiple meaning words • figurative language • idiom • synonym • antonym • prefix • suffix • Greek and Latin root words • reference materials • digital 	SBAC Claim # 5: Use oral and written language skillfully
Question Stems		
<ul style="list-style-type: none"> ✓ Can you read the sentences around the word/phrase to help you determine its meaning? ✓ What does the word _____ mean in this sentence? ✓ What does the phrase _____ mean in this selection? ✓ What tools can you use to help you find the meaning of this word? ✓ Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? ✓ What does the prefix _____ mean in the word _____? ✓ Where else in the book might you look to help you figure out what the word means? ✓ What word would be the best choice in searching for ___ on the Internet? 		
RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

RI 5.5	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.	
	Standard: 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.	
	I Can: I can determine relationships between the parts of a text to the passage as a whole.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know that organizational structures are used to convey information <ul style="list-style-type: none"> ○ chronology ○ comparison ○ cause/effect ○ problem/solution • Know that some authors organize events, ideas, concepts or information in chronological (time)order • Compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts 	<ul style="list-style-type: none"> • chronological order • cause and effect • comparison • problem/solutions • structure • events • concepts • describe 	<p>Appendix B Sample Performance Task: Students identify <i>the overall structure of ideas, concepts, and information</i> in Seymour Simon’s <i>Horses</i> (based on factors such as their speed and color) and <i>compare and contrast</i> that scheme to the one employed by Patricia Lauber in her book <i>Hurricanes: Earth’s Mightiest Storms</i>.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How is this chapter/text organized? ✓ If you compared these two books about _____, how are the ideas or concepts the same? How are they different? ✓ Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution? ✓ Do the authors of both of these texts agree as to the cause and effect of ...? ✓ The author organized this chapter by chronological order, what organizational structure did the author of the other book use? 		
RL 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RL6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>	

RI 5.6	Anchor: Assess how point of view or purpose shapes the content and style of the text.	
	Standard: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	I Can: I can evaluate how a narrator's or speaker's point of view influences events in a story.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand that the word account is a synonym for a description of an event or experience Understand that multiple accounts might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts Describe similarities and differences between two accounts of the same event or topic Explain point of view 	<ul style="list-style-type: none"> accounts topic similarities differences point of view 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What are the sources for the different accounts of the event or topic? ✓ Are these first- or secondhand accounts of the events? ✓ Describe the similarities between the accounts. ✓ Using the books, can you find some important differences in their accounts of the events or topics? ✓ Describe the differences between _____ and _____. ✓ What details did the author provide to convey the difference between _____ and _____? ✓ Why do you think the authors describe or tell about the events or topics differently? ✓ Why would the point of view be different in these versions? 		
RL4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

RI 5.7	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Standard: 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.	
	I Can: I can explain how multimedia components (parts: i.e. pictures, sounds, graphic sources, and other multimedia) help me understand and evaluate the text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be familiar with reference materials in libraries such as atlas, glossaries, encyclopedias • Know how to access digital information sources such as Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com • Know how to use key terms to focus a search • Know how to enter a question • Know how to skim and scan print media to locate answers • Determine if a source is credible 	<ul style="list-style-type: none"> • print sources • digital sources • efficiently • locate • synthesize • summarize • topic • solutions 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ Use Internet sources to find the answer to ____. ✓ Use the information from ____ and ____ to find the answers to ____. ✓ How would you solve the problem of ____? ✓ Where would you find this answer? ✓ Summarize information from different formats. ✓ Can you use the information from several different sources to come up with a solution to that problem? ✓ Which search engine would be the best to use in order to locate the answer to the question? 		
RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	

RI 5.8	Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	Standard: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
	I Can: I can explain how an author uses proof to support a point.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Recognize the points the author is trying to make through his writing Explain what evidence is used and how it supports what he/she has written Define the difference between reasons and evidence Identify what reasons the author gives for making these points Identify facts and details the author has cited as evidence to support his points 	<ul style="list-style-type: none"> evidence reason support author points identify 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What is the author's message? ✓ Did the author use any evidence to support his thinking? ✓ Where in the text does the author show evidence to support the claim? ✓ Why did the author write that? ✓ Does the author give any reasons for writing that? ✓ Could you tell me why the author might have included that? ✓ What evidence could the author have added to make the points stronger? 		
RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.		RI 6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI 5.9	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.	
	Standard: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	I Can: I can combine different sources about the same topic to write and speak about the topic.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Have access to several texts on the same topic • Have a system for organizing information from several sources • Find the common details about a topic when reading different texts • Compare the text to find key details/ideas which are different • Combine the most important information • Write or speak about a subject knowledgeably 	<ul style="list-style-type: none"> • compare • contrast • differ • knowledgeably • integrate 	SBAC Claim # 1: Read Closely & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What did you learn from this piece of text about <u>topic</u> ? ✓ Were there important details in this text that were not in the other? ✓ How are you deciding what details are important enough that you need to include them when you are writing? ✓ Did the author of this text write something that you need to include that the other didn't? ✓ How are you keeping track of the information so that you can put it together when you are writing or speaking? ✓ Does that sound like you know what you are talking about? 		
RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI 6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	

RI 5.10	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.	
	Standard: 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.	
	I Can: I can successfully read and comprehend a wide range of grade level text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand how to use text features to comprehend information text Understand that the purpose of reading informational text is to learn about or understand a subject better Know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity 	<ul style="list-style-type: none"> independently proficiently fluently bold print headings level range complexity 	
Question Stems		
<ul style="list-style-type: none"> ✓ Have you tried reading a book about _____? ✓ After reading your science book you might want to look up more information in a trade book or on the computer. ✓ Another book about this topic is... ✓ The school library has a book about ... ✓ Before reading did you look at the headings on the page? ✓ Did you read the bold print to help you understand what you are reading? ✓ Were you able to read the information fluently? 		
RI 4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity and proficiently, with scaffolding as needed at the high end of the range.	RI 6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

RF 5.3	Anchor: There are no anchor standard for foundational skills	
	Standard: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
	I Can: I can decode words using grade level phonics and word analysis strategies.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know which letters and sounds are related • Be familiar with syllabication patterns • Use roots, affixes and base words to read unfamiliar multisyllabic words in context • Combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context 	<ul style="list-style-type: none"> • letter-sounds • syllabication pattern • context • skills • roots • affixes • accurately 	
Question Stems		
<ul style="list-style-type: none"> ✓ Can you make all the sounds in that word in order? ✓ Are there any familiar parts in that word that you can use to help you? ✓ Do you know any other words like that? 		
RF 4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		RF 6.3: Not Applicable

RF 5.4	Anchor: None	
	Standard: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. 	
	I Can: I can read and comprehend with expression and fluency for grade level passages.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Set a purpose for reading • Know when understanding has been lost • Use expression when reading • Self-monitor for understanding • Use Strategies for self-correction • Read a variety of fiction text • Re-read for fluency and comprehension • Skim text for information • Scan text to confirm 	<ul style="list-style-type: none"> • self-correction • self-monitoring • fluency • comprehension • re-reading • checking for understanding • genres • purpose • skim • scan • expression 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is your reason for reading this selection? ✓ Do you understand what you are reading? ✓ What can you do when the story/text doesn't make sense? ✓ What strategies can you use to help you understand what you are reading? ✓ Did you scan the text to get an idea about what you will be reading? ✓ Did you scan the page before starting to read? ✓ After looking at the question, can you scan the page for an answer? ✓ Can you make that sound like you were talking? 		
RF 4.4: Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. 		RF 6.4: Not Applicable

W 5.1	Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.		
	I Can: 1a. I can introduce my topic clearly, state my opinion and write my ideas in a logical order to support my purpose. 1b. I can provide logically-ordered reasons supported by facts and details. 1c. I can link my opinion and reasons using words, phrases, and clauses (i.e. consequently, specifically, therefore, etc.). 1d. I can provide a concluding statement or section related to the opinion presented.		
Essential Skills / Concepts		Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Recognize facts from opinions Use various organizational structures, such as cause and effect, chronological order, etc. to organize text Understand the features of expository text Know how to group related ideas Recognize when ideas are not expressed logically Use transitional words and phrases to help the reader follow the information Understand how to express an opinion effectively Demonstrate the writing of a concluding statement 		<ul style="list-style-type: none"> opinion phrases clauses transitions concluding statement facts details logical 	SBAC Claim # 2: Write Effectively
Question Stems			
<ul style="list-style-type: none"> ✓ What is your writing about? How will you support your opinion? ✓ What reasons do you state to explain your opinion? ✓ Which facts and details have you included that support your opinion? ✓ Should your reasons be placed in a specific order? Why, or why not? Is your writing logical? ✓ Is your writing logical? ✓ Does your concluding statement relate back to the opinion(s) you presented earlier in your writing? 			
W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>)		W 6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce a claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. Provide a concluding statement or	

d. Provide a concluding statement or section related to the opinion presented.

section that follows from the argument presented.

W 5.2	Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 		
	I Can: 2a. I can introduce my topic clearly, establish a focus, and group my information in paragraphs (including multimedia elements to aid understanding. (i.e.: headings, illustrations, etc.). 2b. I can develop the topic with facts, definitions, concrete details/examples, quotations, or other information and examples related to the topic. 2c. I can use key words, phrases, and clauses to link ideas within my writing. 2d. I can use precise language to explain the topic. 2e. I can provide a concluding statement or section related to the opinion presented.		
Essential Skills / Concepts		Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Write an introduction that includes a topic sentence • Understand how to develop a topic • Know that illustrations, headings, pictures can make the writing understandable • Logically group information so that the writing remains focused • Know the correct way to format and include facts, definitions, quotes and examples to convey information • Support the topic with facts • Use appropriate vocabulary • Provide an effective conclusion 		<ul style="list-style-type: none"> • focus • logical • links • categories • conclusion 	
Question Stems			
<ul style="list-style-type: none"> ✓ How will you introduce your topic? ✓ How will you organize and group your information? ✓ How will you narrow the focus of your writing? ✓ Did you include examples, quotes and details about your topic? ✓ What do others say about your topic? Can you include a quote from the reading you did? ✓ Are there illustrations, or other media you can use as a source to make you text easier to understand? ✓ What relevant facts support the topic? ✓ What other details, facts, definitions can be added to your writing? ✓ What words/phrases will you use to link your ideas across paragraphs and the across the text. 			
W 4.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (<i>e.g., headings</i>), 		W 6.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a. Introduce a topic <u>or thesis statement</u>; organize ideas, concepts, and 	

illustrations, and multimedia when useful to aiding comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (*e.g., another, for example, also because*).
- d. Use precise language and domain specific vocabulary to inform about or explain topic.
- e. Provide a concluding statement or section related to the information or explanation

information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (*e.g., headings*), graphics (*e.g., charts, tables*), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W 5.3

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

Standard: 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.

I Can: 3a. I can write an introduction to orient the reader by establishing the setting, characters, sequence of events, and situation of the story. 3b.I can incorporate narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3c. I can use a variety of transitional words, phrases, and clauses to manage the sequence of events. 3d. I can use concrete words and phrases and sensory details to convey experiences and events precisely. 3e. I can provide a conclusion that follows from the narrated experiences or events.

Essential Skills / Concepts	Academic Vocab	Notes and Strategies
<ul style="list-style-type: none"> • Outline the major events and settings of the story • Let people know who is telling the story and what situation the characters find themselves in. • Use the character’s words to help explain what is happening and the character is thinking • Know and use a variety of temporal words to move the story from beginning to end • Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story • Use precise words to help the reader understand the feelings and thoughts of the characters • Understand the importance of a satisfying conclusion 	<ul style="list-style-type: none"> • narrative • sequence • dialogue • description • behaviors • responses • temporal words • precise • conclusion 	<p>See Appendix C: Getting Shot * page 31 – 35</p> <p>SBAC Claim # 2: Write Effectively</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Who, when and where will your story be about? ✓ What is the problem in the story? ✓ Who is telling the story? ✓ Describe how _____felt when _____. ✓ What if _____would have happened first? How would that affect the plot? ✓ How will you use dialogue to develop the plot? ✓ What problems will the characters face in the story? ✓ What actions will the characters take in response to the events in the story? 		

- ✓ How does the character change throughout the story?
- ✓ What events will lead to the conclusion/resolution of your story?

W 4.3: 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 dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases 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 6.3: 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 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.

W 5.4	Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Standard: Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.	
	I Can: I can write clearly and understandably for a given task, purpose, and audience.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Write in a logical, sequential manner • Have a large body of known words so they can choose words that will help make meaning clear • Understand and use organizational structure such as comparing and contrasting, problem/solution, etc. • Understand the purpose for the writing task • Understand the audience 	<ul style="list-style-type: none"> • organization • substance • style • appropriate • purpose • coherent 	
Question Stems		
<ul style="list-style-type: none"> ✓ Who will be reading your writing? ✓ Are you writing to tell a story or to help someone learn more about...? ✓ What form of writing does the prompt call for? ✓ Who is the audience? ✓ What is the text structure? ✓ Is there a thinking map or graphic organizer you can use to help organize your writing? ✓ What facts, events, dialogue, examples are you including that will help make your writing clearer? ✓ Does your writing move the reader easily from one part to another? 		
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.		W 5.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 5.5	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	I Can: I can use multiple strategies to develop high quality writing.	
Essential Skills / Concepts		Common Instructional Language
<ul style="list-style-type: none"> • Know and use the conventions of standard English including conjunctions and verb tenses • Demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining, and italics • Know different ways to expand, combine and vary sentences • Know how to use the stages of the writing process • Rearrange or edit unnecessary information • Be familiar with editing tools such as checklists and handbooks • Seek guidance from peers to help add precise language/ideas to writing 		<ul style="list-style-type: none"> • planning • revising • editing • rewriting • organization • approach • guidance • strengthen
Question Stems		
<ul style="list-style-type: none"> ✓ What will you use to help organize your ideas? ✓ Which would be the best opening sentence? ✓ What is the best title for this selection? ✓ Can you rewrite this so that the ideas/details are clearer? ✓ Which sentence can best be added? ✓ Which sentence would be the best topic sentence? ✓ You have tried organizing your writing this way, have you thought of using another approach? ✓ Did you share your ideas and thoughts with your group? ✓ What feedback did they give you? ✓ Is there a better way to start or end your writing? 		
W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.6	Anchor: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
	Standard: 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.	
	I Can: I can use a variety of technology to create and publish my writing.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use a standard keyboard and know some of the basic functions • Access the Internet as part of a group task • Demonstrate knowledge of publishing programs and structure • Know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up • Know how to save documents on the computer • Understand how to use search engines on the Internet such as <i>Google, Bing, Yahoo</i> • Be familiar with various computer programs and be able to use them efficiently • Work collaboratively to complete a written project 	<ul style="list-style-type: none"> • document • format • insert • computer • spell check • save • menus • file older • word processing • PowerPoint • keyboarding 	
Question Stems		
<ul style="list-style-type: none"> ✓ What software would you use to create this document? ✓ Where/how would you save your document? ✓ How do you spell check a document? ✓ How do you access _____? ✓ How would you find _____ on the Internet? ✓ How did your group divide up the responsibilities for the task? ✓ What online resources might you use to help write your paper? ✓ What online resources might you use to help write your paper? 		
W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W 6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	

W 5.7	Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
	I Can: can conduct short research projects using several sources to investigate different aspects of my defined topic.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> ● Use the steps for writing a research paper <ul style="list-style-type: none"> ○ Define a topic ○ Make a list of questions/resources ○ Make notes or create a graphic organizer ○ Write the first draft ○ Seek help to edit and revise from peers ○ Publish ● Know how to use reference materials such as ● encyclopedias, search engines or databases ● Use of key words for Internet searches ● Know how to cite a variety of sources ● Know the organizational structures used when writing a research project ● Synthesize information from various perspectives or authors ● Create bibliography 	<ul style="list-style-type: none"> ● aspects ● topics ● research ● data base ● internet search ● bibliography ● investigation ● cite source ● synthesize 	
Question Stems		
<ul style="list-style-type: none"> ✓ What sources could you use to investigate _____and write about it? ✓ What question does your research report answer? ✓ What online sources will you use? ✓ Will you be able to finish this research in one or two periods? ✓ Did you research both the positive and negative sides of the issue? ✓ How will you keep track of the sources you use? ✓ Which bibliography entry is cited correctly? ✓ How do you cite a bibliography entry for a _____? 		
W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	

W 5.8	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.	
	Standard: 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.	
	I Can: I can use my own experience, print, and digital sources to gather and synthesize information for a written work.	
Essential Skills / Concepts		Common Instructional Language
<ul style="list-style-type: none"> • Research topics using multiple sources both print and digital. • Decide whether information discovered is relevant or important to the work • Cite sources both digital and print sources • Know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers • Know how to paraphrases the words of the author without copying • Create a bibliography • Summarize information from multiple sources • Interpret data 		<ul style="list-style-type: none"> • summarize • paraphrase • bibliography • research • relevant (pertinent) • note-taking • cite • quote
Question Stems		
<ul style="list-style-type: none"> ✓ Ask yourself, “How does this support my topic?” ✓ Is this information important to your research? ✓ How do you know the source is credible? ✓ How did you determine if this information is relevant to your topic? ✓ How do you cite sources in a bibliography? ✓ Where can you find information about how to cite Internet sources? ✓ What do you need to do if you are using the author’s exact words? ✓ Can you say that using your own words? ✓ How is a digital source cited differently than a printed source? ✓ How will you summarize the information found in this data? ✓ What can you conclude? 		
W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information, and provide a list of sources.		W 6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

RL 5.9	Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	Standard: Draw evidence from literary or informational texts to support analysis, reflection and research.	
	I Can: 9a.I can analyze the different components of a story to support my analysis and reflection. 9b.I can analyze the author’s craft (words, phrases, multimedia, etc.) in informational texts to support my analysis, reflections, and research.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Analyze information based on the details the author provides Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world Cite information and explain how it supports the points the author is trying to make Research information and draw conclusions about what has been said/written 	<ul style="list-style-type: none"> research analysis support reflection evidence literary informational text 	
Question Stems		
<ul style="list-style-type: none"> ✓ What evidence did the author use to support his/her claims? ✓ Explain the evidence the author used to support the claim, _____. ✓ Compare the two events in each of the two sources on the topic _____. ✓ Describe what you have learned on this topic. ✓ Which details can you add that will make your writing stronger? ✓ What caused you to think or believe that? ✓ Has studying this topic caused you to change your thinking? How will your writing reflect that change? 		
<p>W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	

W 5.10	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.	
	Standard: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	
	I Can: I can create numerous pieces of writing over various time frames.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Select appropriate writing topics • Recognize purpose for writing • Know the audience • Organize thoughts to focus on a topic • Know how to research a topic using various sources • Generate questions to continue to write on a topic for an extended amount of time • Know how to conclude different types of writings • Know that a research paper has an introduction, a body, and a conclusion • Know that for writing a research project you must include and cite various sources. 	<ul style="list-style-type: none"> • research • summarize • revise/edit • bibliography • sources • peer • graphic organizers 	
Question Stems		
<ul style="list-style-type: none"> ✓ How did you pick your topic? ✓ How will you organize your thoughts? (graphic organizers, Thinking Maps) ✓ Write about... ✓ Today you will have _____minutes to write about... ✓ Where will you find your sources? Do you have a variety of sources from which you can pull information? ✓ Re-read your writing and ask a peer to read it to see if there are additions you need to make. ✓ Did you think about your audience when you were writing? ✓ Did you edit and revise your writing using the proofreading checklist? 		
W 4.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	W 6.10: 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 5.1	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.	
	Standard: Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
	I Can: I can participate in a variety of discussion groups to further build understanding and explain my views and learning. 1a. I can come to discussions prepared, having read or studied acquired material. 1b. I can follow agreed upon rules for discussions and carry out assigned roles. 1c. I can pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 1d. I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be prepared when you come to group • Use what you have learned to help others • Respect the contributions made by others • Use rules of conversations <ul style="list-style-type: none"> ○ Everyone should contribute to the discussion ○ Keep focused on the topic being discussed ○ Don’t interrupt ○ Be an attentive listener • Help you group stay focused by posing questions that contribute to the discussion • Offer comments or responses that build on the remarks of others • Listen with the intent to learn and build knowledge 	<ul style="list-style-type: none"> • discussion • elaboration • contribute • clarify • draw conclusions 	
Question Stems		
<ul style="list-style-type: none"> ✓ Are you prepared? Have you reviewed the assignment? ✓ Did you complete your reading assignment? ✓ What information will you contribute to the discussion? ✓ In light of what has already been said, what are your thoughts about...? ✓ What else could you add to that comment? ✓ What clarifying questions could you ask of your partner? ✓ Can you show the group where you got your information? ✓ What conclusions did you arrive at after your conversation with your group? 		
SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	

SL 5.2	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Standard: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
	I Can: 2a. I can summarize a written text that is read aloud. 2b. I can summarize information presented from diverse media formats that include visuals, graphs, charts, and oral presentations.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Summarize Interpret information from various formats Offer an explanation Synthesize information Interpret information presented visually, quantitatively or orally 	<ul style="list-style-type: none"> summarize graph visually oral multimodal diverse media formats quantitatively orally 	
Question Stems		
<ul style="list-style-type: none"> ✓ Summarize the information presented. ✓ Describe what you have learned from hearing about this topic. ✓ What are the key ideas presented in the video clip? ✓ Write a summary about what you saw and heard ✓ How did the information expand your understanding of _____? ✓ How can you use this information? ✓ How does the way the information is presented help you understand it? ✓ What are some of the facts or data presented here? 		
SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	

SL 5.3	Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
	Standard: 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.	
	I Can: I can summarize and evaluate a speaker’s viewpoint with reasoning and evidence.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Summarize information presented orally or by media sources • Understand that evidence can be examples, facts, or personal interview • Identify the claims made by the speaker or media source • Identify when the claims are not logical or based on a misconception/fallacy • Analyze whether the evidence and reasons are valid 	<ul style="list-style-type: none"> • summarize • evidence • claim • supported • misconception • logical • fallacy • identify • media source • reason 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is it that the speaker is claiming? ✓ What support does the speaker use to support his/her claim? ✓ How does the evidence support the speaker’s claim? 		
SL 4.3: Identify the reasons and evidence a speaker or media source provides to support particular points.	SL 6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	

SL 5.4	Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Standard: 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.	
	I Can: I can speak clearly and logically using details when giving a report or expressing my opinion.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Sequence ideas in the speech in an order that is logical • Use evidence to support the position/opinion • Use transitions words that link the opinions and evidence is a manner that is logical • Sequence ideas logically using facts and details • Memorize and recite a poem • Memorize and recite part of a speech or historical document • When reciting use appropriate gestures or expressions 	<ul style="list-style-type: none"> • details • logically (logic) • appropriate • specific • organized • sequencing • memorize • recite • expression • gesture • historical document 	
Question Stems		
<ul style="list-style-type: none"> ✓ What are you writing about? Is your opinion about your topic clear? ✓ How will you organize your ideas? ✓ What evidence will you use to support your position/opinion? ✓ Is the evidence and facts you have gathers sufficient to support your opinion? ✓ How are you moving from one paragraph/idea to the next? Are you using appropriate transition words? ✓ Which poem will you be reciting? ✓ Have you thought about some gestures you can use to express the feelings in the poem? 		
<p>SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.</p>	<p>SL 6.4: 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.</p> <p>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.</p>	

SL 5.5	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	Standard: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
	I Can: I can include multimedia components to enhance my presentations.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand how to create visual displays • Know how to embed multimedia components (photos, audio, text, animation, etc.) in a presentation • Know how to use digital media including video cameras, projectors, Power Point presentations, document cameras 	<ul style="list-style-type: none"> • strategic • multimedia components • presentations • digital • visual display • data • enhance 	
Question Stems		
<ul style="list-style-type: none"> ✓ What else could you use to enhance understanding in your presentation? ✓ How would including that media help the presentation? ✓ What kind of information could you convey by using graphics, sound...? ✓ What digital media could you use to present your data? ✓ What could you do to keep your presentation focused? 		
SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL 6.5: Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.	

SL 5.6	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	Standard: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	
	I Can: I can adapt, change, or alter my speech for different purposes or audiences.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Ability to adapt speech to a variety of contexts • Understand the use of formal English • Know when it would be appropriate to use formal English • Identify your audience 	<ul style="list-style-type: none"> • Adapt • Speech • Context • formal English • informal English • situation 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is the reason you are speaking? ✓ Who is in the audience? What do they know about your subject? ✓ Are you delivering a formal presentation? ✓ Are you trying to persuade your audience? ✓ Are you explaining something? ✓ Are there places where you can substitute more precise, engaging language to keep the listeners interested? 		
SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)		SL 6.6: Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

L 5.1	Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	Standard: 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>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) 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., <i>either/or</i> , <i>neither /nor</i>).	
I Can: 1a. I can explain the role of conjunctions, prepositions, and interjections independently and within sentences. 1b. I can form and use the perfect verb tense. 1c. I can use verb tense to convey sequence, conditions, and various times. 1d. I can recognize and correct incorrect verb tenses. 1e. I can use correlative conjunctions (such as <i>either/or</i> , <i>neither/nor</i>).		
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use the appropriate verb tenses • Know that verb tenses convey a sense of time and states of being • Monitor the use of verb tenses and correct when necessary • Correctly use <i>either/or</i>, <i>neither/nor</i>, etc. • Explain the function of conjunctions and interjections. 	<ul style="list-style-type: none"> • conjunctions • correlative • perfect verbs • prepositions • interjections • grammar • verb tense • aspect 	
Question Stems		
<ul style="list-style-type: none"> ✓ Explain why you would use a conjunction instead of a preposition or interjection. ✓ What does the use of this form of verb indicate? ✓ What is the meaning the perfect verb tense? ✓ How does verb tense relate to how you are writing your piece? ✓ Use your editing skills to correct _____. ✓ Read your writing out loud. Does it sound right? 		
L4.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

L 5.2	Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	Standard: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	
	I Can: 2a. I can use punctuation to separate items in a series. 2b. I can use a comma to separate an introductory element from the rest of the sentence. 2c. I can use a comma to set off words "yes" and "no," to set off a tag question from the rest of the sentence, and to indicate direct address. 2d. I can use underlining, quotation marks, or italics to indicate the title of works. 2e. I can spell grade-appropriate words correctly, consulting references as needed.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know the different uses for commas • Know which of several ways is the correct one for indicating titles of works • Spell grade level words correctly. 	<ul style="list-style-type: none"> • introductory element • underlining • conventions • quotation marks • punctuation • italics 	
Question Stems		
<ul style="list-style-type: none"> ✓ Where would you place commas in the following sentence? <i>"I am taking my sleeping bag Ipod pillow and snacks on our camping trip"</i>. ✓ How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? <i>Have you read the Chronicles of Narnia?</i> ✓ What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use. ✓ Where might you look if you are confused about how a title needs to be punctuated? 		
L4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed	L6.2: 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.	

L 5.3	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	
	Standard: 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.	
	I Can: 3a. I can expand, combine, and condense sentences for meaning, reader/listener interest, and style. 3b. I can compare and contrast the varieties of English (dialects, registers, etc.) used in stories, dramas, poems.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know how to use different types of sentences in order to make a story more interesting to read • Understand how to expand, combine, or reduce sentences for meaning • Recognize dialects and registers when reading or listening • Know that dialects and registers are often used by authors for effect 	<ul style="list-style-type: none"> • expand • combine • reduce • dialect • register • varieties of English • style 	
Question Stems		
<ul style="list-style-type: none"> ✓ When writing or speaking to a group vary sentences to keep the reader/listener interested. ✓ Use different styles of speech and writing to fit the audience and purpose. ✓ Count the number of words in your sentences? Are they all about the same length or have you varied them? ✓ Why do you think the author used that dialect in his/her writing? ✓ How does the dialogue sound when you read it using that dialect? ✓ How does that expression sound when said in Standard English? What is the effect? 		
L4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	L6.3: 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.*	

L 5.4	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.	
	Standard: : Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> 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., <i>photograph, photosynthesis</i>). 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 <u>and to identify alternate word choices in all content areas.</u> 	
	I Can: 4a. I can use context clues to determine the meaning of words and phrases. 4b. I can use Greek and Latin root (base) words and affixes (prefixes, suffixes) to determine word meaning or phrases. 4c. I can use resource material and technology to find pronunciations and definitions.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Interpret figurative language • Understand and explain the meaning of common idioms, adages, and proverb • Be able to use context clues to interpret the meaning of a word • From several alternatives choose the appropriate alternate word • Identify words that are used in multiple ways in different content areas 	<ul style="list-style-type: none"> • root word • prefix • suffix • interpret • idioms • adages • proverbs • context clues 	
Question Stems		
<ul style="list-style-type: none"> ✓ What strategies have you used to try to figure out that word? ✓ Have you looked in the dictionary or glossary? ✓ Can you use the sentences around that word to help you discover what that word might mean? ✓ Are there roots or suffixes and prefixes that you can use? ✓ Can you use a dictionary to find definitions and keys to pronunciation? 		
L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	L 6.4: 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.	

L 5.5	Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	Standard: 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.	
	I Can: 5a. I can interpret meanings of figurative language (similes and metaphors) in context. 5b. I can recognize and explain meanings of common idioms, adages, and proverbs. 5c. I can use word relationships to understand each word individually.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms) • Be able to recognize words that are synonyms, antonyms, or homographs • Recognize common idioms, adages and proverbs 	<ul style="list-style-type: none"> • figurative language • similes • metaphors • adages • proverbs • idioms • synonym • antonym • homographs 	
Question Stems		
<ul style="list-style-type: none"> ✓ The author wrote _____ what does he/she really mean? ✓ Can you show me an example of some of the figurative language the author used in the text? ✓ Could you add a simile or metaphor to help make you writing/speech vivid? ✓ Why did the author choose this pair of words to put in the writing? ✓ How does knowing how these two words are related help you understand the meaning of the text? 		
<p>L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	

L 5.6	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 encountering an unknown term important to comprehension or expression.	
	Standard: 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	
	I Can: I can identify and use grade appropriate words correctly.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize) • Understand content specific words: (constitution, immigration, legislature, natural resources) • Read a wide variety of text, both print and digital media • Participate in collaborative discussions • Write for a variety of purposes and in different genres 	<ul style="list-style-type: none"> • academic • domain • specific • signal • contrast 	
Question Stems		
<ul style="list-style-type: none"> ✓ What have you been reading lately? ✓ Keep a list of words you don't know, but that might be important. ✓ As you read, be sure to look for those words that signal that an addition or contrast is going to be made. ✓ The more you read, the more vocabulary you will learn ✓ Be on the lookout for words you know that might be used in a different way since it is a different subject 		
L 4.6: Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	