

RL 6.1	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: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	I Can: I can use evidence from the text to support my analysis of what the text says and inferences I make.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading comprehension • Draw inferences • Cite specific examples and details to support inferences • Analyze the text 	<ul style="list-style-type: none"> • analyze • explicit • inference • textual evidence • conclude • author’s purpose 	<p>Appendix B Sample Performance Task: Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson’s <i>The Tale of the Mandarin Ducks</i> to support their analysis of the perils of vanity.</p> <p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Why did the author write this piece? ✓ What inferences can you make? ✓ What information would you need to support the inference? ✓ Analyze the passage. What can you conclude? ✓ When you analyze the text, what inference can you make? ✓ How does the textual evidence support your conclusion? ✓ What was the author’s purpose ✓ What can you conclude from the text? 		
RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RL 6.2	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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Standard: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

I Can: I can determine the theme and explain how it is portrayed through details. I can summarize a text and leave out my personal opinion.

Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading Comprehension • Recognize and analyze theme • Understand symbolism • Make inferences • Support theme or idea with details from the text • Summarize • Understand the difference between fact and opinion or judgment 	<ul style="list-style-type: none"> • theme • central idea • convey • details • summarize • distinct • fact • opinion • judgment 	<p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ What does the story suggest about life? ✓ What does _____ represent in this story? ✓ Which of the following best captures the theme? ✓ In what way is _____ like _____? ✓ The words in this sentence create the impression that _____. ✓ How can you best summarize the text? ✓ Is your summary free of personal opinions or judgments? 		
<p>RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL 7.2: Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.</p>	

RL 6.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.	
	I Can: I can describe how a story's plot unfolds using a series of episodes. I can explain how the characters respond or change as the plot advances.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Describe a plot • Sequence a series of episodes in a story or drama • Identify the problem • Summarize • Describe how characters change throughout a story or drama • Determine the resolution of a story or drama • Describe how characters respond as the plot moves toward resolution 	<ul style="list-style-type: none"> • describe • plot • episodes • characters/character traits • resolution • dialogue 	SBAC Claim # 1: Read Closely & critically
Question Stems		
<ul style="list-style-type: none"> ✓ Summarize the story or drama using key information. ✓ Sequence the story or drama ✓ Describe how a character evolves with the plot ✓ Describe the plot of a story or drama. ✓ How does the plot unfold? ✓ Describe the problem. How was it resolved? ✓ What can you infer about _____? (character, plot, resolution) ✓ The character's reactions in paragraph ____ tell the reader that _____. ✓ At what point in the story did the character begin to change? 		
RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	

RL 6.4	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. (See grade 5 Language standards 4-6 for additional expectations.)	
	I Can: I can determine the figurative and literal meaning of words and phrases based on how they are used in a text. I can analyze the impact of specific word choice on the meaning and tone of the passage.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand synonyms • Understand connotations • Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) • Compare & contrast • Understand how word choice impacts meaning • Understand how word choice impacts tone • Interpret words and phrases • Make inferences 	<ul style="list-style-type: none"> • phrases • figurative meaning • connotative meaning • analyze • specific • impact • meaning • tone • word choice • determine 	SBAC Claim # 5: Use oral and written language skillfully
Question Stems		
<ul style="list-style-type: none"> ✓ What does the word/phrase _____ mean in this selection? ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part? ✓ Which of the following synonyms is closest in the meaning to the word _____? ✓ In this sentence, the word _____ means _____. ✓ Is a feeling or emotion associated with the word usage? ✓ How did the author use word choice to impact meaning and tone? ✓ What word(s) could you use to replace _____ in order to shift the tone? 		
RL 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)	RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	

RL 6.5	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: 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.	
	I Can: I can explain how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand text structures and their parts • Understand how a theme, setting, or plot develops • Understand and analyze how text structure contributes to the development of the theme, setting and plot 	<ul style="list-style-type: none"> • analyze • scene • stanza • text structure • theme • setting • plot 	<p>Appendix B Sample Performance Task: Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text.</p> <p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How does the theme, setting or plot develop? ✓ What words help the development of the theme, setting or plot? ✓ How does _____ contribute to the development of the theme, setting, or plot? ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____? ✓ Analyze the text structure and explain why the author chose to write it this way. ✓ If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed? 		
RL 5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	RL 7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	

RL 6.6	Anchor: Assess how point of view or purpose shapes the content and style of a text.	
	Standard: Explain how an author develops the point of view of the narrator or speaker in a text.	
	I Can: I can explain how an author develops the point of view of a narrator or text's characters.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand text structures and their parts Understand how a theme, setting, or plot develops Understand and analyze how text structure contributes to the development of the theme, setting and plot 	<ul style="list-style-type: none"> analyze scene stanza text structure theme setting plot 	<p>Appendix B Sample Performance Task: Students analyze how the opening stanza of Robert Frost's "The Road Not Taken" structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text.</p> <p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How does the theme, setting or plot develop? ✓ What words help the development of the theme, setting or plot? ✓ How does _____ contribute to the development of the theme, setting, or plot? ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____? ✓ Analyze the text structure and explain why the author chose to write it this way. ✓ If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed? 		
RL 5.6: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	RL 7.6: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	

RL 6.7	Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	
	Standard: 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.	
	I Can: I can compare and contrast the experience of reading a text to viewing or listening to the same text.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text Contrast what students “hear” and “see” when reading to what they perceive when they listen or watch 	<ul style="list-style-type: none"> compare contrast experience drama poetry viewing audio live version perception similarities similitudes differences 	<p>Appendix B Sample Performance Task: Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map (http://www.paulreverehouse.org/ride/), analyzing the impact of different techniques employed that are unique to each medium.</p> <p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How does reading a story compare to the audio or video version? ✓ What do you see/hear when reading the text? ✓ Explain your perception of what you hear and see. ✓ Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version. ✓ What was similar/different? How? Why? 		
RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RL 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	

RL 6.9	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 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.	
	I Can: I can compare and contrast texts of different forms on their treatment of the same topic.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand the compare/contrast pattern • Recognize text forms and genres • Understand how themes a 	<ul style="list-style-type: none"> • compare • contrast • similarities • differences • text • genres • theme • historical novels novellas • fantasy • realism 	SBAC Claim # 1: Read Closely & critically
Question Stems		
<ul style="list-style-type: none"> ✓ How are ____ and ____ alike / similar? ✓ How are ____ and ____ different? ✓ What are the text forms/genres of each selection? ✓ What is the topic or theme of each selection? ✓ Although the topic/theme of these passages is similar, how does the presentation differ? ✓ Why do you think the author used this approach in relaying the theme? 		
RL 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL 7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	

RL 6.10	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 poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	I Can: I can read and comprehend literature at the sixth grade level.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Read various forms of literature fluently • Demonstrate comprehension of various forms of literary text • Read independently and comprehend complex texts. • Make an effort to independently read texts of increasing complexity. • Monitor comprehension 	<ul style="list-style-type: none"> • literature • drama • poetry • fluency • comprehension 	
Question Stems		
<ul style="list-style-type: none"> ✓ What have you read independently lately? ✓ What genres have you recently read? ✓ What genre did you enjoy the most? ✓ Have you read multiple books by the same author? ✓ Who is your favorite author? ✓ Do you think you are ready to read a more complex text or different type of literature? ✓ What is the Lexile level of this text? ✓ Briefly summarize the plot and theme of the text. 		
RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	RL 7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

RI 6.1	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: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	I Can: I can use evidence from the text to support my analysis of what the text says and inferences I make.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading Comprehension • Draw inferences • Support inference with evidence from the text • Analyze the text 	<ul style="list-style-type: none"> • analyze • explicit • inference • textual evidence • generalizations • accurate • concepts 	SBAC Claim # 1: Read Closely & critically
Question Stems		
<ul style="list-style-type: none"> ✓ What does the author mean when he/she says__? ✓ What conclusions can be drawn? ✓ What textual evidence does the text give to prove these generalizations accurate? ✓ Analyze the text and determine the most important concepts. 		
RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

RI 6.2	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Standard: 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.	
	I Can: I can determine the main idea of a text and explain how it is supported by key details. I can summarize informational text while leaving out my personal opinion.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading Comprehension • Determine the central idea • Identify supporting details • Summarize • Understand the difference between fact and opinion or judgment 	<ul style="list-style-type: none"> • theme • idea • convey • details • summary • distinct • fact • opinion • judgment • suggest 	SBAC Claim # 1: Read Closely & critically
Question Stems		
<ul style="list-style-type: none"> ✓ What does the text suggest? ✓ Which of the following best captures the theme? ✓ What is the central idea? ✓ What distinct details convey the central idea of this piece? ✓ How can you best summarize the text? ✓ Is your summary free of personal judgment or opinion statements? 		
RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text.	RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	

RI 6.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	Can: I can analyze how an individual, event, or idea is introduced and elaborated upon in informational text.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand and identify how a key individual/event/idea is introduced Understand and identify how a key individual/event/idea is illustrated Understand and identify how a key individual/event/idea is elaborated upon Identify examples and anecdotes Understand how an event or idea is introduced 	<ul style="list-style-type: none"> analyze detail event elaborate illustrate explain anecdotes individual elaborate 	<p>Appendix B Sample Performance Task: Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life.</p> <p>SBAC Claim # 1: Read Closely & critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Analyze in detail how an individual, event, or idea is introduced in a text. ✓ Explain why it was important for the author to introduce the individual/event/idea at this point in the text. ✓ How did the individual/events/idea change over the course of the text? ✓ Where does the author provide an example or anecdote to support the development of an individual/event/idea? 		
RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI 7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	

RI 6.4	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, connotative, and technical meanings.	
	I Can: I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 6 text.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify and interpret connotations Identify and interpret figurative language Identify and interpret technical language Make inferences 	<ul style="list-style-type: none"> phrases figurative meaning connotative meaning synonyms antonyms analyze specific impact meaning tone word choice determine 	
Question Stems		
<ul style="list-style-type: none"> ✓ What does the word/phrase ___ mean in this selection? ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part? ✓ Which of the following synonyms is closest in the meaning to the word _____ ✓ In this sentence, the word _____ means _____. ✓ What is the technical meaning of the word? 		
RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	

RI 6.5	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: 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.	
	I Can: I can analyze how a sentence/chapter fits into the structure of a text and contributes to the development of the ideas.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Analyze text structure and its smaller parts Understand how ideas develop Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas 	<ul style="list-style-type: none"> analyze chapter heading stanza text structure section paragraph graphics headings captions media 	

Question Stems	
<ul style="list-style-type: none"> ✓ Which sentence does not belong? ✓ How does the idea develop? ✓ What words help the development of an idea? ✓ How does _____ contribute to the development of the idea? ✓ How does the sentence/paragraph/chapter/section fit into the overall structure of a _____? ✓ What is the main idea of the section, chapter, paragraph? ✓ What text features are used? ✓ How do the text features assist the reader? 	
RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.	RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <ul style="list-style-type: none"> a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

RI 6.6	Anchor: Assess how point of view or purpose shapes the content and style of a text.	
	Standard: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
	I Can: I can determine the author's point of view and explain how it is conveyed through the text.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify point of view Identify author's purpose Understand and explain how point of view /purpose develops and is conveyed 	<ul style="list-style-type: none"> author point of view develop narrator speaker in text 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is the author's point or vies or purpose? ✓ How does the author's word choice help develop the point of view/purpose? ✓ Use the text to support how the point of view/purpose is conveyed by the author 		
RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	

RI 6.7	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Standard: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
	I Can: I can utilize media or graphics to develop a coherent understanding of a topic.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Integrate information from diverse media and formats Summarize information Develop understanding of a topic/issue 	<ul style="list-style-type: none"> media format topic issue information synthesize summarize 	
Question Stems		
<ul style="list-style-type: none"> ✓ What common understanding on the topic/issue did you develop? ✓ Which format best relays the message? 		
RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI 7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	

RI 6.8	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: 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.	
	I Can: I can trace and evaluate the argument and claims in a text. I can identify claims that are supported with reasons and those that are not.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand how claims and/or arguments are supported • Trace and evaluate arguments and claims • Distinguish valid claims from claims that aren't supported 	<ul style="list-style-type: none"> • evaluate • argument • distinguishing claim • evidence • valid • validity • claim 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is the argument presented in the text? ✓ How is the argument developed and supported? ✓ Is the claim valid? Explain your answer. ✓ Show me evidence the supports the argument. ✓ Which of the evidence supporting the argument is most relevant? 		
RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	

RI 6.9	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 one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
	I Can: I can compare and contrast two authors' presentation of the same event or topic.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Compare & contrast differing presentations of the same event • Synthesize information 	<ul style="list-style-type: none"> • compare • contrast • similar • difference • presentation • event • point of view • perspective 	
Question Stems		
<ul style="list-style-type: none"> ✓ Compare _____presentation of _____to _____presentation of _____. ✓ How do the works of _____differ from the works of _____? ✓ Explain the similarities and differences of _____and _____. ✓ What is common in both texts? ✓ How do the texts differ? ✓ Which of the authors' approaches do you prefer? Why? 		
RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	

RI 6.10	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.	
	Standard: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	I Can: I can read and comprehend informational text appropriate for sixth grade.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Read various forms of literary nonfiction fluently • Demonstrate comprehension of various forms of literary text • Read independently and comprehend complex texts. • Make an effort to independently read texts of increasing complexity. • Monitor comprehension 	<ul style="list-style-type: none"> • fluency • comprehension • non-fiction 	
Question Stems		
<ul style="list-style-type: none"> ✓ What have you read independently lately? ✓ What are the topics/central ideas of the nonfiction texts that you have recently read? ✓ What topic did you enjoy the most? ✓ Have you read multiple books by the same author? ✓ Who is your favorite author? ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction? ✓ What is the Lexile level of this text? ✓ Briefly summarize the central idea of the text. 		
RI 5.10: By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	RI 7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

W 6.1	Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Standard: Write arguments to support claims with clear reasons and relevant evidence.	
	<p>I Can: I can write an argument with clear reasons and relevant evidence, where I:</p> <ul style="list-style-type: none"> a - introduce claims and organize the reasons/evidence clearly, b - support claims with clear and relevant reasons, use credible sources and demonstrate understanding of the topic, c - use words, phrases, and clauses to clarify relationships among claims/reasons, d - establish and maintain a formal style, and e - provide a concluding statement or section that flows from the presented argument. 	
Essential Skills / Concepts		
Academic Vocabulary		
Teaching Notes and Strategies		
<ul style="list-style-type: none"> • Understand the rhetoric of argument • Introduce a precise claim • Provide reasons and evidence to support claims • Determine relevance of evidence • Utilize credible sources • Utilize transitional expressions to establish relationships among claims and reasons • Understand and use a formal style • Provide an effective conclusion 	<ul style="list-style-type: none"> • claims • clear reasons • relevant evidence • facts, reasons, details • credible source • topic • thesis statement • persuade • style • conclusion • transitions • supporting evidence 	
Question Stems		
<ul style="list-style-type: none"> ✓ How can you clearly introduce your claim ✓ What reasons/evidence best support your claim ✓ Is your evidence relevant? Are your sources credible? ✓ What words will assist the reader in clarifying the relationship between the claim and reasons? ✓ What makes your piece formal in style? ✓ Is your concluding statement congruent with the argument presented? 		
W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		W 7.1: Write arguments to support claims with clear reasons and relevant evidence.

W 6.2	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, concepts, and information through the selection, organization, and analysis of relevant content.	
	<p>I Can: I can write an informative piece, which examines a topic and convey ideas, where I:</p> <ul style="list-style-type: none"> a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful, b - use facts, definitions, details, and quotations, or other examples to develop the topic, c - use appropriate transitions to clarify relationships among ideas, d - use precise language and vocabulary to explain about the topic, e - establish and maintain a formal style, and f - provide a concluding statement or section. 	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand and use various organizational structures • Utilize formatting, graphics, and multimedia • Introduce a topic • Use facts, concrete details, quotations, examples to develop the topic • Utilize transitional expressions to establish relationships among ideas and concepts • Understand and use precise vocabulary • Incorporate definitions of terms • Understand and use domain-specific vocabulary • Understand and use a formal style • Provide an effective conclusion 	<ul style="list-style-type: none"> • reason, detail, fact • explanation • elaboration • audience • thesis statement • formal style • conclusion • introduction • transitions • topic • compare/contrast • cause/effect • formatting • heading • classification • selection • organization • analysis • relevant content 	

Question Stems		
<ul style="list-style-type: none"> ✓ What organizational structure will best enable to you to convey your information? ✓ What facts/details/examples/quotations help to develop your topic? ✓ What words will assist the reader in clarifying the relationship among the ideas and concepts? ✓ What makes your piece formal in style? ✓ Is your concluding statement consistent with the information presented? 		
<p>W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W 7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	

W 6.3	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, relevant descriptive details, and well-structured event sequences.	
	<p>I Can: I can write a real or imagined narrative with descriptive details and effective technique, where I:</p> <ul style="list-style-type: none"> a - establish a context, introduce a narrator and/or characters, and organize a logical event sequence, b - use dialogue, descriptions, and pacing to develop events and characters, c - use transitional words, phrases, and clauses to convey sequence and signal shifts, d - use precise words and phrases and sensory details and language to convey experiences and events, and e - provide a conclusion. 	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand narrative (vs. expository) techniques • Establish context and narrator/characters • Organize a logical/natural event sequence • Craft dialogue • Use descriptive/sensory language • Utilize transitional expressions to convey sequence and signal shifts • Provide an effective conclusion 	<ul style="list-style-type: none"> • plot • characters • setting • resolution • point of view • sensory details • concrete • dialogue • rising action • sequence • events • mood • narrator • descriptive language • transitions/story connectors 	
Question Stems		
<ul style="list-style-type: none"> ✓ What experience or event will you write about? ✓ How will you introduce your characters and narrator? ✓ How will you organize the events in your story? Are they logical? ✓ How can you use dialogue to convey the experience? ✓ How and where can the use of descriptive language assist in conveying the experience? ✓ Are the descriptive details provided relevant? ✓ How will you provide a satisfying conclusion? 		
W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 7.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	

W 6.4	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 in which the development, organization, and style are appropriate to task, purpose, and audience.	
	I Can: I can produce clear, coherent writing in which the development, organization, and style are appropriate for sixth grade tasks, purposes, and audiences.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand various writing text types and their organizational structures • Identify and understand the writing task • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	<ul style="list-style-type: none"> • organization • style • task • purpose • audience 	
Question Stems		
<ul style="list-style-type: none"> ✓ What form of writing does the prompt call for? ✓ What organizational structure will you use? ✓ What is the purpose for writing? ✓ Who is the audience? ✓ How will you organize and develop your thoughts before writing? ✓ Did you use vocabulary that is appropriate to your audience? ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience? 		
W 5.4: Produce clear and coherent writing (<u>including multiple-paragraph texts</u>) in which the development and organization are appropriate to task, purpose, and audience.	W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

W 6.5	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	Standard: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	
	I Can: I can use guidance from my peers and adults to plan, revise, and edit my writing.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Develop and use planning templates • Understand and utilize revision techniques • Identify and edit text-problems • Understand and use multiple writing approaches • Receive and provide writing guidance 	<ul style="list-style-type: none"> • planning • revising • editing • rewriting • organization 	

Question Stems	
<ul style="list-style-type: none"> ✓ How will you plan your writing piece? ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why? ✓ What is the best title for this piece? ✓ Is the structure you selected the most effective format for conveying your ideas? ✓ Is additional evidence, description, or clarification needed anywhere in the piece? ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece? ✓ Do all sentences belong? Do some sentences need to be reworded or deleted? ✓ Is your writing free of writing conventions errors? ✓ Where should you go if you need helping editing? 	
W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.

W 6.6	Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	Standard: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
	I Can: I can use digital tools to produce and publish my work. I can use the internet to interact and collaborate with my peers on writing projects. I can demonstrate a command of keyboarding skills to type three pages in one setting.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Demonstrate keyboarding skills (three page/single sitting minimum) • Access and use the Internet 	<ul style="list-style-type: none"> • publish • keyboarding • medium • collaborate • interact • skills 	
Question Stems		
<ul style="list-style-type: none"> ✓ What software will you use to create this document? ✓ How can the Internet serve as a tool for production, publication, and collaboration? ✓ What medium will you use to publish your writing so that others can access it? ✓ How will you use technology to collaborate and interact with others about your writing? 		
W 5.6: With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		W 7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W 6.7	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 to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
	I Can: I can conduct short research projects that use several sources to answer a specific question.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand steps of an investigation • Develop an inquiry question • Conduct research drawing on several sources • Refocus inquiry when appropriate • Synthesize and summarize information • Cite a variety of sources 	<ul style="list-style-type: none"> • key words • site source • internet search • synthesize • research • project • inquiry • bibliography • investigation • precise 	
Question Stems		
<ul style="list-style-type: none"> ✓ What subject are you investigating? ✓ What is your inquiry question? ✓ How will locate sources? ✓ What is the origin of the sources you are using? ✓ How do correctly cite your sources? ✓ How does the information drawn from various sources provide an answer to your question? ✓ Is the information from the various sources consistent / complimentary? ✓ Does your inquiry question need to be altered as a result of your findings? ✓ How can you best summarize your findings? ✓ What did you learn from this inquiry? 		
W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	

W 6.8	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: 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.	
	I Can: I can gather information from multiple sources (print and digital) and assess credibility of those sources. I can quote or paraphrase information found for my finished work. I can provide basic bibliographic information for my sources.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Gather print and digital information (research) • Assess relevance of information • Assess credibility of sources • Utilize quotes • Paraphrase correctly • Create a bibliography 	<ul style="list-style-type: none"> • research • source • digital source • credible • quote • quotation marks • summarize • paraphrase • plagiarism • bibliography 	
Question Stems		
<ul style="list-style-type: none"> ✓ How will you locate information from both print and digital sources? ✓ What makes this information relevant to the topic? ✓ How do you know that the source is credible? ✓ What direct quotes will you use? ✓ What conclusive information do you plan to include? ✓ How will you paraphrase the information? ✓ How do you cite (various) sources in a bibliography? 		
W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W 7.8: Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

W 6.9	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: I can use evidence from literature to support analysis, reflection, and research in my writing. I can use evidence from informational text to support analysis, reflection, and research in my writing.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Analyze literary or informational texts Identify evidence to support analysis/research Recognize and understand organizational structures 	<ul style="list-style-type: none"> analyze evidence support research credible author reason 	
Question Stems		
<ul style="list-style-type: none"> ✓ What evidence can you draw from the passage to support your analysis or position? ✓ How does the author present the information? ✓ What similarities in the various texts do you notice? ✓ What conclusions can you make based on the text(s)? 		
W 5.9: Draw evidence from literary or informational texts to support analysis, reflection and research.		W 7.9: Draw evidence from literary or informational text to support analysis, reflection and research.

W 6.10	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 (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.	
	I Can: I can write for a range of time and tasks.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Identify and understand the task • Identify and understand the purpose • Identify and understand the audience • Compose a variety of text types • Communicate information effectively 	<ul style="list-style-type: none"> • Reflection • Revision • rough draft • editing • summary 	
Question Stems		
<ul style="list-style-type: none"> ✓ How can you create an outline (with time frames) to facilitate/organize your writing? ✓ What is the purpose of this writing? ✓ What is the specific task? ✓ Who is the intended audience? ✓ How will you address the audience's knowledge/perspective? 		
W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

SL 6.1	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 grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	I Can: I can prepare for a class discussion and participate by referring to my findings during a listening discussion. I can follow agreed-upon rules for class discussions, carry-out my role, and meet goals and deadlines. I can ask and answer questions during a discussion to elaborate on the remarks of others and contribute to the discussion. I can review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Express yourself clearly • Know how to incorporate evidence or information about the topic, text, or issue during the discussion • When working in groups: <ul style="list-style-type: none"> ○ Know what behaviors are appropriate ○ Know the roles and the tasks associated with the role ○ Come to agreement on goals for the group and deadlines for completing the task • Pose and respond to questions • Contribute to the discussion by elaborating on the comments of others • Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed. • Review key ideas discussed by paraphrasing them 	<ul style="list-style-type: none"> • collaborative • discussion • issues • express • support • formal language • evidence • elaborate • perspective • reflection • paraphrase 	

Question Stems	
<ul style="list-style-type: none"> ✓ What are some questions you might ask during the discussion? ✓ Based on what you read, what might you want to discuss more deeply with your group? ✓ Will your group need to designate group tasks? How will you decide what roles you will take? ✓ How did you contribute to the group? ✓ After listening to the group discussion, reflect on what you heard? Do you agree with the ideas? ✓ Can you paraphrase key ideas? ✓ In writing, review the key ideas expressed during the discussion. ✓ Was the group discussion effective? What did you learn? 	
<p>SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others’ ideas and expressing their own clearly.</p>

SL 6.2	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Standard: 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.	
	I Can: I can interpret information presented in diverse formats and explain how it contributes to the topic under study.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify different sources and formats of information Interpret information from various sources Explain how different media and formats contribute to how information is interpreted Interpret information that is presented visually, through charts and graphs, or speaking 	<ul style="list-style-type: none"> interpret diverse media formats visually quantitatively orally contributes print media digital media issue 	
Question Stems		
<ul style="list-style-type: none"> ✓ What format is used to present the information? ✓ How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information? ✓ Who is the intended audience? Did this influence which media format was used to deliver the information? ✓ What is your topic? What media will you use to present your information? ✓ Are there other factors that you consider when choosing a media format? 		
SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL 7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	

SL 6.3	Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	Standard: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
	I Can: I can identify a speaker's argument and specific claims. I can identify claims that are supported by reasons/evidence and those that are not.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify claims and arguments Understand what constitutes evidence Know when something is reasonable Identify specific claims supported by evidence Identify arguments that are logical and within reason Identify the reasons and evidence that support a person's claims 	<ul style="list-style-type: none"> delineate reason argument claim evidence fact opinion 	
Question Stems		
<ul style="list-style-type: none"> ✓ Is the speaker's argument valid? Why or why not? ✓ Are the claims that the speaker uses to support the argument valid? Why or why not? ✓ How is the argument supported? ✓ Are the speaker's claims based on fact and evidence? ✓ Are the speaker's arguments based on faulty logic? ✓ What information was factual? ✓ Which claims were based on opinion? ✓ Was the factual information backed with relevant evidence? 		
SL 5.3: Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u>	SL 7.3: Delineate a speaker's argument and specific claims, <u>and attitude toward the subject</u> , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	

SL 6.4	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: Present claims and findings (e.g., <u>argument</u> , <u>narrative</u> , <u>informative</u> , <u>response to literature presentations</u>), and sequencing ideas logically and using pertinent descriptions, facts, and details <u>and nonverbal elements</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
	I Can: I can present claims and findings by sequencing ideas logically and using important facts and descriptions. I can use appropriate eye contact, adequate volume, and clear pronunciation.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Distinguish between a claim and a finding • Use an organizer to sequence ideas logically • Sequence ideas logically • Emphasis main ideas by using details, facts, gestures and body language • Make appropriate eye contact, speak clearly and loudly enough for the audience • Use precise language, including terms found in different subjects • Provide a strong conclusion 	<ul style="list-style-type: none"> • finding • argument • narrative • informative • response to literature • sequence • logical • pertinent description • nonverbal elements • accentuate • theme • eye contact • adequate volume • clear pronunciation • transitions • concrete details • conclusion 	
Question Stems		
<ul style="list-style-type: none"> ✓ Do you have a plan for you presentation? ✓ What topic will you inform your audience about? ✓ How will you present your claims and evidence? ✓ What is the difference between a claim and an argument? ✓ Do you have sufficient facts and evidence to support you claims? ✓ Is the presentation logical, moving from one point to the next? ✓ Are you using transitions to help your readers follow and understand you claim? ✓ Is the language in you presentation precise and relevant to the topic? ✓ How did you conclude your presentation? ✓ Was your conclusion strong? Why or why not? 		
SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL 7.4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	

SL 6.5	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, images, music, and sound) and visually displays in presentations to clarify information.	
	I Can: I can include multimedia projects or visual displays when they will be helpful in clarifying information.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Select appropriate multimedia components that have clear meaning to the presentation. • Know how to create visual displays • Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors • Know how to embed photos, video, audio, texts and animation in a presentation 	<ul style="list-style-type: none"> • textual elements • graphics • audio • interactive video • images • digital formats • clarify • multimedia components 	
Question Stems		
<ul style="list-style-type: none"> ✓ How does the use of ___enhance your presentation? The message? ✓ What digital media could you use to present your data clearly? ✓ What is the message or information you want to convey to your audience? ✓ How would including media help the presentation? ✓ Do the components help clarify the presentation? ✓ What kind of information could you convey by using animation, graphics, sound...? ✓ How did you decide which images you would include? ✓ Did you strategically place your media components and visual displays to enhance understanding of your presentation topic? 		
SL 5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL 7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	

SL 6.6	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	Standard: Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
	I Can: I can adapt my speech to a variety of tasks and contexts.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify the audience and purpose Know the difference between informal and formal English Vary sentence patterns for style Understand and adapt the delivery to appeal to the audience Enunciate and speak at appropriate volume and pace. Use conventions of language to improve expression 	<ul style="list-style-type: none"> context demonstrate formal English appropriate audience formal presentation purpose language conventions enunciation 	

Question Stems	
<ul style="list-style-type: none"> ✓ What is the purpose for your speech? ✓ Are you trying to persuade or convince your audience? ✓ Who is the audience? ✓ Are you delivering a formal presentation? ✓ Will you need formal or informal English? Why? ✓ Are there places where you can substitute more precise engaging language to keep the listeners interested? ✓ How is your selection of word choice going to impact your presentation? ✓ How will you engage the listeners and keep them interested? ✓ How will you emphasize the important points? 	
SL 5.6: Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)

L 6.1	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.	
	I Can: I can use pronouns in the proper case. I can use intensive pronouns. I can correct inappropriate shifts in pronoun number and person. I can correct vague pronouns. I can recognize variations of standard English in writing and correct those areas.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns) Recognize variations from standard English 	<ul style="list-style-type: none"> standard English proper case intensive pronoun vague pronouns conventional language antecedent subject pronoun object pronoun possessive pronoun 	

Question Stems	
<ul style="list-style-type: none"> ✓ What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns? ✓ What is an intensive pronoun? How/when is it used? ✓ What are the singular/plural forms of the pronoun ____? ✓ Can one easily identify who or what the pronoun _____ is referring to? How can you clarify/reduce ambiguity? ✓ In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity? 	
L5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.2	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.	
	I Can: I can use punctuation to set off nonrestrictive elements. I can spell correctly.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand and punctuate nonrestrictive/parenthetical elements • Spell correctly 	<ul style="list-style-type: none"> • phrase • clause • nonrestrictive • parenthetical element 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence? ✓ How does a nonrestrictive element differ from a restrictive element? ✓ How do parenthetical elements enhance a sentence? What is their purpose? ✓ How should parenthetical elements be punctuated? ✓ How can punctuation of parenthetical elements denote significance? 		
L5.2: Observe conventions of capitalization, punctuation, and spelling.	L7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

L 6.3	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.	
	I Can: I can vary sentence patterns for interest and style. I can maintain consistency in style and tone while writing and speaking.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Recognize and use a variety of sentence patterns Identify and use appropriate language to address audience Recognize and employ consistent style Recognize and employ consistent tone 	<ul style="list-style-type: none"> sentence variety tone style voice 	
Question Stems		
<ul style="list-style-type: none"> ✓ What sentence patterns are present/absent in this piece (essay/presentation/passage)? ✓ Does the piece address the needs/interests of the audience? ✓ Is the piece consistent in style and tone? How? 		
L5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

L 6.4	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 grade 6 reading and content, choosing flexibly from a range of strategies	
	I Can: I can use context clues to figure out word meanings. I can use common Greek and Latin affixes and roots to figure out word meanings. I can use reference materials to determine pronunciation, meaning, or part of speech of a word. I can verify what I think a word means by looking it up.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use Greek and Latin affixes and roots to derive word meaning • Use reference materials to derive word meanings • Use reference materials to determine correct pronunciation of words • Verify word meaning 	<ul style="list-style-type: none"> • root word • affix • prefix • suffix • consult • reference materials • dictionary • thesauruses • glossary • pronunciation • verify • context 	

Question Stems	
<ul style="list-style-type: none"> ✓ Based upon the use of the word in the sentence, what can you deduce the word _____ means? ✓ Does the positioning of the word assist in determining meaning? ✓ Is an appositive clue provided? ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide? ✓ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech? ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? 	
L5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L7.4: 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 6.5	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.	
	I Can: I can interpret figures of speech in context. I can use the relationships between words to better understand each word's meaning. I can distinguish among connotations and denotations of words.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Utilize word relationships to clarify meaning Identify the explicit/direct meaning of a word (denotation) Identify the secondary meaning of a word (connotation) 	<ul style="list-style-type: none"> figures of speech similes metaphors personification context clues nuances idioms relationship between words connotation association negative positive neutral 	
Question Stems		
<ul style="list-style-type: none"> ✓ Although very similar in meaning, how do the words slightly differ in meaning? ✓ What is the relationship between these words? ✓ What is the explicit/direct meaning of the word? ✓ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning? 		
L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

L 6.6	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 considering a word or phrase important to comprehension or expression.	
	Standard: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	I Can: I can use vocabulary appropriate to sixth grade topics. I can use resources to determine the meaning a word or phrase important for comprehension and/or expression.	
Essential Skills / Concepts	Academic Vocabulary	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify, understand, and use general academic terms Identify, understand, and use domain-specific terms Independently build vocabulary 	<ul style="list-style-type: none"> academic words domain specific words vocabulary comprehension expression 	
Question Stems		
<ul style="list-style-type: none"> ✓ What is the meaning for the term ____? ✓ How would you use the academic word ____ in a sentence? ✓ Can you give an example of how the word ____ is used in different subject areas? ✓ The word ____ is specific to what subject/domain? ✓ Why is it important to understand the meaning of the domain-specific word when studying this subject? ✓ What strategies do you use for identifying, understanding, and using high-utility academic words? 		
L 5.6: Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L 7.6: Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	