

RL 7.1	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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	I Can: I can cite textual evidence that strongly support my inferences and analysis of the text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading comprehension • Analyze the text • Identify explicit textual evidence • Cite Evidence • Draw inferences • Support inference using textual evidence 	<ul style="list-style-type: none"> • cite • analyze • explicit • inferences • textual evidence • conclude 	SBAC Claim # 1: Read Close & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What textual evidence did you identify to support your analysis of the text? ✓ Cite several examples of textual evidence. ✓ What inferences can you draw from your analysis of the text? ✓ Show me in the text what makes you think that? ✓ What can you conclude from the text? ✓ Which evidence is most relevant? ✓ What can you infer from this paragraph? Explain your thinking. 		
RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

RL 7.2	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	Standard: Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.
	I Can: I can determine the theme of a text. I can analyze the development of the theme throughout a text. I can give an objective summary of a text.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading Comprehension • Recognize and analyze theme development • Make inferences • Write an objective summary of the text 	<ul style="list-style-type: none"> • determine • theme • central idea • analyze • objective • summarize • cite evidence 	SBAC Claim # 1: Read Close & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What is the theme or central idea? ✓ Cite evidence from the text to support your determination of the theme/central idea. ✓ _____ best captures the theme. ✓ An example of how the theme recurs/is developed in the text is _____. ✓ How can you objectively summarize the text? ✓ What makes a summary objective? 		
RL 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	

RL 7.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
	I Can: I can analyze how elements of a story interact (setting affect characters, etc.).	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Analyze elements of story/drama Describe how characters change throughout a story or drama Describe how story elements influence the characters as the plot moves towards resolution 	<ul style="list-style-type: none"> analyze setting character character traits plot drama infer inference 	<p>Appendix B Sample Performance Task: Students <i>analyze</i> how the playwright Louise Fletcher uses <i>particular elements of drama</i> (e.g., setting and dialogue) to create dramatic tension in her play <i>Sorry, Wrong Number</i>.</p> <p>SBAC Claim # 1: Read Close & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Describe the plot of a story or drama. ✓ How does the plot unfold? ✓ Describe the problem. How was it resolved? ✓ An example of how the plot is shaped by the setting is__. ✓ What can you infer about plot and how it is shaped by the setting? ✓ An example of how a character evolves with the plot is _____. ✓ What can you infer about the character and how he is shaped by the setting? ✓ How does the use of dialogue help the reader understand character and plot? 		
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	RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	

RL 7.4	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 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. <u>(See grade 7 Language standards 4-6 for additional expectations.)</u>	
	I Can: I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. I can analyze the impact of rhyme or repetition of sound on a particular part of a text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand connotations/denotations • Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia) • Identify repetition of sounds (rhyme scheme, alliteration, assonance) • Understand how word choice impacts meaning • Understand how word choice impacts tone 	<ul style="list-style-type: none"> • figurative meaning • connotative meaning • analyze • specific • impact • tone • word choice 	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? ✓ The word/phrase is an example of_____. ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part? ✓ How does the author’s use of repetition of sounds impact the tone of the text? ✓ According to this passage, an _____ is like a _____ because both _____ 		

✓ The author uses connotation to_.	
RL6.4: 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 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL 7.5	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 drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
	I Can: I can analyze how the form or structure of a text contributes to its meaning.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand and identify types of drama and poetry • Analyze the form or structure of drama and poetry • Interpret the meaning of drama and poetry • Understand and analyze how text structure contributes to the meaning of a drama or poem 	<ul style="list-style-type: none"> • drama • poem • analyze • scene • stanza • text structure • theme • setting • plot 	SBAC Claim # 1: Read Close & Critically
<p align="center">Question Stems</p> <ul style="list-style-type: none"> ✓ What is the structure of the text? ✓ What is the meaning of the text? ✓ How does the structure of the text contribute to its meaning? ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of a ____? ✓ How would the meaning of the poem /drama have been different if it were written as a __? 		

RL6.5: 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.

RL8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL 7.6	Anchor: Assess how point of view or purpose shapes the content and style of a text.	
	Standard: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
	I Can: I can analyze how an author develops and/or contrast the point of view of a narrator or text's character.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand and identify various points of view • Understand and explain the development of the narrators or speakers point of view. • Contrast points of view 	<ul style="list-style-type: none"> • author • point of view • develop • narrator • omniscient • subjective • objective 	SBAC Claim # 1: Read Close & Critically
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ Which words from the text show that it is written in ____ person? ✓ The selection is told from the point of view of _____. ✓ What perspective or point of view does each character have? ✓ How/why does _____'s point of view differs from that of another character? ✓ Which sentence from the text best shows that the narrator's point of view is subjective/objective? ✓ How does the author's word choice help to develop the narrator's or speaker's point of view? 		
RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text.		RL8.6: Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense of humor.

RL 7.7	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Standard: 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).	
	I Can: I can compare and contrast a written text to its audio, staged, or multimedia version. I can analyze the affects of techniques that are unique to portraying various types of media (see above).	
Essential Skills / Concepts	Common Instructional Language	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 • Analyze effects unique to each medium <ul style="list-style-type: none"> ○ Lighting ○ Sound ○ Color ○ Camera focus • Camera angles 	<ul style="list-style-type: none"> • compare • contrast • medium • audio • drama • poem • film • multimedia • production 	SBAC Claim # 1: Read Close & Critically
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ How does reading a story compare to the audio or video version? ✓ What medium most impacts your understanding of the selected work? ✓ What senses were most stimulated by the production? ✓ Select an event from the book and compare it to a scene from the production. How are they different and why? ✓ Evaluate the effectiveness of the media techniques used to portray the work. 		
RL6.7: 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.		RL8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Not Applicable

RL 7.8	Anchor:		
	Standard:		
	I Can:		
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies	
Question Stems			

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RL 7.9	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 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.	
	I Can: I can compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Distinguish between historical fiction and historical accounts. • Identify the historical event in terms of time, place, and/or character. • Identify how the author used or altered history to write a fictional portrayal. • Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same event. 	<ul style="list-style-type: none"> • compare • contrast • historical novel • historical account • historical event • fiction • alter • accurate (precise) 	<p>Appendix B Sample Performance Task: Students <i>compare and contrast</i> Laurence Yep's <i>fictional portrayal</i> of Chinese immigrants in turn-of-the-twentieth-century San Francisco in <i>Dragonwings</i> to <i>historical accounts of the same period</i> (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper <i>understanding of how authors use or alter historical sources</i> to create a sense of <i>time and place</i> as well as make fictional <i>characters</i> lifelike and real.</p> <p>SBAC Claim # 1: Read Close & Critically</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How does the author use/alter history to _____? ✓ How are historical events and the fictional event the same and/ or different? ✓ How does the author's portrayal of the character compare to historical accounts? ✓ What could the author have done to provide a more accurate portrayal of the time period/place? 		
RL6.9: 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.		RL8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL 7.10

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 seventh grade level.

Essential Skills / Concepts	Common Instructional Language	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"> • genre • literature • drama • poetry • fluency • comprehension 	
<p style="text-align: center;">Question Stems</p> <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. 		

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.

RL8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

RI 7.1

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 several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I Can: I can cite textual evidence that strongly support my inferences and analysis of the text.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading comprehension • Analyze the text • Identify explicit textual evidence • Cite evidence • Draw inferences • Support inference using several pieces from the text 	<ul style="list-style-type: none"> • cite • analyze • explicit • textual evidence • draw inferences 	<p>SBAC Claim # 1: Read Close & Critically</p>
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ What is your analysis of the text? ✓ What textual evidence did you identify to support your analysis of the text? ✓ Cite several examples. 		

<ul style="list-style-type: none">✓ What inferences can you draw from your analysis of the text?✓ Show me in the text what makes you think that.	
<p>RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

RI 7.2	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 central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
	I Can: I can determine two or more central ideas and analyze their development over the course of the text. I can give an objective summary of the text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Reading Comprehension • Determine central ideas • Analyze development of central ideas • Formulate an objective summary of the text 	<ul style="list-style-type: none"> • determine • central idea • analyze • objective • summary 	SBAC Claim # 1: Read Close & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What is the central idea? Is there more than one central idea? ✓ How are the central ideas developed? ✓ Cite evidence from the text to support your determination of the central idea. ✓ An example of how the central idea recurs in the text is_. ✓ How can you objectively summarize the text? 		
RI 6.2: Determine a central idea of a text and how it is conveyed through particular details.	RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide a summary of the text distinct from personal opinions or judgments.	

RI 7.3	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	Standard: 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).	
	I Can: I can analyze interactions between individuals, events, or ideas in a text.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify individuals, events and ideas Analyze the interaction between individuals, events and ideas 	<ul style="list-style-type: none"> analyze illustrate explain elaborate events individuals interactions influence detail (noun, verb) 	SBAC Claim # 1: Read Close & Critically
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ What change of events was influential? ✓ How did one individual influence another? ✓ What interaction influenced future events? 		
RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI 7.4

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; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language Standards 4-6 for additional expectations.)**

I Can: I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 7 text. I can analyze how the words the author chooses affects the meaning or tone of the text.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Identify and interpret connotations • Identify and interpret figurative language • Identify and interpret technical language • Analyze impact of word choice on meaning & tone 	<ul style="list-style-type: none"> • phrases • figurative meaning • connotative meaning • analyze • specific • impact • meaning • tone • repetition 	<p>Appendix B Sample Performance Task: Students <i>determine the figurative and connotative meanings of words</i> such as <i>wayfaring, laconic, and taciturnity</i> as well as of <i>phrases</i> such as <i>hold his peace</i> in John Steinbeck’s <i>Travels with Charley: In Search of America</i>. They <i>analyze</i> how Steinbeck’s <i>specific word choices</i> and diction impact the <i>meaning and tone</i> of his writing and the characterization of the individuals and places he describes.</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p>Question Stems</p> <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 _____? ✓ The author uses connotation to _____. ✓ What is the technical meaning of the word? ✓ What message does the author convey? ✓ What is the tone of the selection? ✓ How does the author’s word choice impact the meaning and tone of the passage? 		
<p>RI 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p>	<p>RI 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

RI 7.5	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 the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. <u>Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>	
	I Can: I can analyze the structure an author uses to organize text. I can explain how major sections of a text contribute to the development of the whole.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Identify and analyze text structures Analyze the use of text features Compare and contrast overall structure in two or more texts Analyze public documents Understand part to whole organizational structure Understand and analyze how parts (sentences, paragraphs, chapters, or sections) contribute to the whole (development of ideas). 	<ul style="list-style-type: none"> analyze text structure major sections contribute graphics headers captions 	SBAC Claim # 1: Read Close & Critically
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ What is the text structure of each text? ✓ How does the structure of each text contribute to its meaning? ✓ How are the text structures similar/different? ✓ How do paragraph ____and ____relate to each other? How do they support the author’s position? ✓ What text features does the author use to develop his ideas? ✓ What effect do the text features have on the reader, and why? 		
RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>	RI 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.	

RI 7.6

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 analyze how the author distinguishes his or her position from that of others.

I Can: I can determine the author’s point of view in a text. I can determine the author’s purpose for writing a text. I can explain how an author distinguishes his/her position from another author.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none">• Identify and analyze point of view• Identify and analyze purpose• Understand and explain how the point of view/purpose is distinguished from that of others	<ul style="list-style-type: none">• author• point of view• develop• narrator• speaker in text	<p>Appendix B Sample Performance Task: Students <i>determine</i> the <i>point of view</i> of John Adams in his “Letter on Thomas Jefferson” and <i>analyze how</i> he <i>distinguishes</i> his position <i>from</i> an alternative approach articulated by Thomas Jefferson.</p> <p>SBAC Claim # 1: Read Close & Critically</p>
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none">✓ What is the author’s point or view or purpose?✓ How does the author’s word choice help develop the point of view/purpose?✓ How does the author distinguish their position from that of others?		
<p>RI 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>	

RI 7.7	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
	Standard: 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).	
	I Can: I can compare and contrast a text to an audio or multimedia version. I can analyze how a particular medium affects how a subject is portrayed.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Compare & contrast the experience of reading a text to listening to or viewing an audio, video, or multimedia version of the text • Analyze and compare the portrayal of the subject in each medium 	<ul style="list-style-type: none"> • integrate • evaluate • format • compare • contrast • text • information • analyze • portrayal (representation) • delivery • impact • summarize 	SBAC Claim # 1: Read Close & Critically
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ How does reading the text compare to the audio or video version? ✓ What medium most impacts your understanding of the selected work? ✓ What senses were most stimulated by the production? ✓ Select an event from the text and compare it to a scene from the production. How are they different and why? ✓ Evaluate the effectiveness of the media techniques used to portray the work. 		
RI 7.7: 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 8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	

RI 7.8	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, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	I Can: I can trace and evaluate the argument and claims in a text. I can assess whether an author’s reasoning is sound and whether he has enough evidence to support the claims he makes.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
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<ul style="list-style-type: none"> • Understand how claims and/or arguments are supported by evidence from the text. • Trace the specific claims of an argument. • Evaluate evidence relevant to the claims. 	<ul style="list-style-type: none"> • evaluate • argument • sound (sensible) • reasoning • relevant (pertinent) • sufficient • evidence • support • claims 	<p>SBAC Claim # 1: Read Close & Critically</p>
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<p>Question Stems</p> <ul style="list-style-type: none"> ✓ What is the argument in the text? ✓ Identify the claims used to support the argument. ✓ Are these claims valid/invalid, and if so, why? ✓ Is there sufficient evidence to support the claims? ✓ Is the argument well developed and supported? ✓ Explain your answer.
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<p>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.</p>	<p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
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RI 7.9	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: 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.	
	I Can: I can analyze differences in two or more authors' presentations on the same topic.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Compare & contrast two texts • Identify and analyze interpretation of facts • Identify and analyze use of evidence 	<ul style="list-style-type: none"> • advance • analyze • compare • contrast • difference • emphasize • event • evidence • key information • perspective • point of view • presentation • similar 	SBAC Claim # 1: Read Close & Critically
Question Stems		
<ul style="list-style-type: none"> ✓ What topic do both authors address? ✓ How do their interpretations of facts differ? ✓ What evidence does each author use to shape his/her presentation of key information? ✓ How does the evidence differ? ✓ How does one author advance a different interpretation of the facts as compared to the other author? 		
RI 7.9: 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 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	

RI 7.10	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 seventh grade.	
Essential Skills / Concepts	Common Instructional Language	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"> • comprehension • drama • fluency • informational text • literature • nonfiction • poetry 	
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 a different type of literary nonfiction? ✓ What is the Lexile level of this text? Briefly summarize the central idea of the text 		
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.	RI 8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	

W 7.1

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.

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

I Can: I can write an argument with clear reasons and relevant evidence, where I:

- a - introduce claims, acknowledge opposing claims, and organize the reasons/evidence clearly,
- b - support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic,
- c - use words, phrases, and clauses to create cohesion and clarify relationships,
- d - establish and maintain a formal style, and
- e - provide a concluding statement or section that flows from the presented argument.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Establish and maintain formal text structure • Use words, phrases, and clauses create cohesion • Sustain an objective style and tone • Understand the purpose of writing • Understand expository text structure purpose, form, audience, voice, and point of view. • Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader • Write a multi-paragraph essay • Provide a concluding statement 	<ul style="list-style-type: none"> • arguments/counterarguments • claims/alternate or opposing claims • address • relevant evidence • credible source • topic • text • persuade • style • conclusion • cohesion • supporting evidence 	<p>See Appendix C: Video Pages 40 -41</p> <p>SBAC Claim # 2: Write Effectively</p>
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ Rewrite the concluding statement to support the argument presented. ✓ Introduce a claim, acknowledge and address alternate/opposing claims. ✓ In sentence____, the author supports his counter argument with relevant evidence. ✓ Which sentences best support the counterargument? ✓ What data does the author use to support his claim? ✓ Does the data come from a credible source? 		

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.
- e. Provide a concluding statement or section that follows from the argument presented.

W 8.1: Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

W 7.2

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.

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

I Can: I can write an informative piece, which examines a topic and convey ideas, where I:

- 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 create cohesion and clarify relationships,
- 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	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be able to organize ideas, concepts, and information prior to writing. • Be able to develop a topic using relevant facts, definitions, quotations, and concrete details. • Understand how to write a cohesive, precise thesis statement • Be able to establish and maintain a formal style when writing multi-paragraph essays. • Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts. • Understand how to write a concluding statement that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> • analysis • cause/effect • classification • cohesion • compare/contrast • conclusion • concrete • convey • definition • domain-specific • explanatory • formal style • formatting • heading 	<p>See Appendix C: Geographic Report*** page 42 - 48</p> <p>SBAC Claim # 2: Write Effectively</p>

- informative
- introduction
- organization
- relevant content
- selection
- thesis statement
- topic
- transitions

Question Stems

- ✓ Identify the thesis statement in the selection.
- ✓ What is the author’s thesis?
- ✓ Which sentences best support the author’s thesis?
- ✓ How does the author organize his ideas?
- ✓ List the details used by the author to convey his ideas.
- ✓ What charts & tables does the author provide to support his thesis?
- ✓ How could the author use multimedia to aid in comprehension?
- ✓ How could the author use cause/effect to better convey his ideas?
- ✓ What additional comparisons could the author make to analyze the content?
- ✓ Is research cited? If so, how?
- ✓ How does the author conclude?
- ✓ Does the conclusion support the information or explanation presented?

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.

- a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.

W 8.2: Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 7.3	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 techniques, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects the narrated experiences or events. 	
	I Can: I can write a real or imagined narrative with descriptive details and effective technique, where I: <ul style="list-style-type: none"> a - establish a context and point of view, 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 that follows the form and reflects on the narrated events. 	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand the narrative organizational text structure. • Understand how the author engages and orients the reader by establishing a context and point of view. • Understand how the author engages and orients the reader by introducing a narrator and/or character. • Understand how the author engages and orients the reader by organizing an event sequence that unfolds naturally and logically. • Understand narrative techniques: dialogue, pacing, & description • Understand how the author uses narrative techniques to develop experiences, events and/or characters 	<ul style="list-style-type: none"> • beginning, middle, end • characters • concrete • context • convey • descriptive language • dialogue • engage • event sequence • mood • narrator • orient • pacing • plot • point of view • precise 	<p>SBAC Claim # 2: Write Effectively</p>

<ul style="list-style-type: none"> • Understand how the author uses a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another. • Understand story plot line: exposition, rising action (complication/problem) climax (crisis), falling action, and resolution of problem. • Understand use of literary devices • Understand reflection; be able to reflect on experiences to provide a conclusion. 	<ul style="list-style-type: none"> • reflect • resolution • rising action • sensory details • setting 	
<p>Question Stems</p> <ul style="list-style-type: none"> ✓ What is the main problem or conflict in the story? ✓ In which sentences does the author establish his/her point of view? ✓ How does the author introduce the narrator? Who is the narrator? ✓ Name the first event that leads to the unfolding of the story? ✓ Which significant events reveal the problem in the story? ✓ Identify the details the author uses to create the mood of the story. ✓ Is foreshadowing used in the story? If so, how? 		
<p>W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>W8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	

W 7.4	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. (Grade-specific expectations for writing types are defined in standards 1-3.)	
	I Can: I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Organize ideas, concepts, and information prior to writing Understand the writing task Understand the purpose for writing Understand the audience Write well-constructed sentences Know how to write a clear, concise thesis statement Write well-crafted paragraphs Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts. Be able to understand and use the writing process Be able to write a strong conclusion that supports ideas presented in the writing 	<ul style="list-style-type: none"> organization style task purpose audience 	SBAC Claim # 2: Write Effectively
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ What form of writing does the writing prompt call for? How do you know? ✓ Who is the audience? ✓ How will you organize your thinking before beginning to write? ✓ Will your writing include a thesis statement? ✓ How will you conclude your writing? ✓ What is your purpose for writing? ✓ What style will you use? Formal? Informal? ✓ What can you add in this paragraph to make your writing clearer? 		

W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W 7.5	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 focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	
	I Can: I can use guidance from my peers and adults to plan, revise, and edit my writing. I can try new approaches and focus on addressing my purpose and audience in my writing.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> Organize information prior to writing Implement the writing process by: planning, revising, editing, and rewriting. Edit for language conventions Understand the purpose for writing Understand and address the audience Craft a clear, concise thesis statement Write well-constructed sentences Craft well written paragraphs Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts. Write a strong conclusion that supports ideas presented in the writing 	<ul style="list-style-type: none"> editing language convention organization planning revising rewriting 	
Question Stems		
<ul style="list-style-type: none"> ✓ Which would be the best opening sentence? ✓ Which would be the best thesis statement? ✓ What is the best title for this selection? ✓ What sentence best concludes this selection? ✓ Which sentence can be deleted without changing the meaning of the selection? 		
W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	W 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.	

W 7.6	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 and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
	I Can: I can use technology to produce and publish my work, and link to sources. I can use the Internet to interact and collaborate with my peers on writing projects	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be able to keyboard accurately • Possess computer literacy • Know how to use computer publishing software • Know how to format and design page layouts • Know how to embed links into a document • Know how to access collaborative sources to discuss topics of interest • Understand Moodle and know how to access and appropriate blogs • Know how to interact with others using distance learning 	<ul style="list-style-type: none"> • cite • collaborate • interact • link • produce • publish • technology 	
Question Stems		
<ul style="list-style-type: none"> ✓ Name the software programs available for you to publish your writing. ✓ How do you format a document before writing? ✓ How can you include a link to resources within your document? ✓ What program tools are available for you to check your accuracy of language conventions? ✓ What URL would you use to access a Moodle account? ✓ What search engine do you most prefer to use in researching____? 		
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 8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

W 7.7	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 generating additional related, focused questions for further research and investigation.	
	I Can: I can conduct short research projects that use several sources to answer a specific question. I can generate additional focused questions, if needed, during my research.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know steps of an investigation • Know how to use computer publishing software • Know how to format and design page layouts • Know how to use internet search engines • Know how to embed links into a document • Know how to research a topic using the internet • Know how to create a bibliography • Be able to locate resources: online newspaper, library books, interviews, magazines, speakers 	<ul style="list-style-type: none"> • bibliography • generate • inquiry • internet search • investigation • key words • precise • project • research • site source • synthesize 	SBAC Claim # 4: Conduct Research
Question Stems		
<ul style="list-style-type: none"> ✓ If you need information on ____you could type which key words? ✓ You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why? ✓ What question does your essay/report answer? ✓ Which thesis statement is the best for this essay? ✓ Which bibliography entry is cited correctly? ✓ How do you cite a bibliography entry for a ____? 		
W 6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W 8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	

W 7.8	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; 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.	
	I Can: I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources. I can quote or paraphrase information found for my finished work. I can follow a standard format for citation in my work.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know how to gather relevant information from digital sources. • Know how to gather relevant information from multiple print sources. • Know how to assess the credibility of each source • Know how to assess the accuracy of each source • Know how to quote/paraphrase data without plagiarizing • Be able to create a bibliography using a standard format for citation • Create a bibliography 	<ul style="list-style-type: none"> • bibliography • credibility • citation • digital source • paraphrase • plagiarism • quotation marks • quote • relevant (pertinent) • research • source • summarize 	<p>SBAC Claim # 4: Conduct Research</p> <p>SBAC Claim # 2: Write effectively</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How do you know that the source is credible? ✓ How do you know that data is accurate? ✓ What standard format did you use when citing sources for your bibliography? ✓ How do you site a digital source? ✓ How is a digital source cited differently than a printed source? ✓ Summarize the information found in these data. ✓ What can you conclude from the data? 		
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	W 8.8: Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

W 7.9	Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	Standard: Draw evidence from literary or informational text to support analysis, reflection and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	
	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	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Draw evidence from a literary/informational text • Analyze information & be able to support your analysis • Be able to synthesize information and reflect • Compare & contrast fictional portrayal of time place, or character and historical account of the same period • Understand how authors of fiction use or alter history • Know how to trace the argument and specific claims in a text • Know how to evaluate the argument and specific claims in the text. 	<ul style="list-style-type: none"> • analyze • compare/contrast • draw evidence • evaluate • historical account • reflect/reflection • relevant • research • sound reasoning • sufficient • support • trace 	<p>SBAC Claim # 4: Conduct Research</p> <p>SBAC Claim # 2: Write effectively</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How does the author portray the character? Give examples. ✓ How does this portrayal compare to the historical accounts of the character? ✓ What evidence do you have to support your answer? ✓ How does the author alter the time and place of events to support his argument? ✓ What evidence do you have to support the author’s argument/claim that _____? ✓ Is there relevant and sufficient evidence to support the claim? If so, what? 		

W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).
- b. Apply *grade 6 Reading Standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W 7.10	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, tasks, purposes, and audiences.	
Essential Skills / Concepts		Common Instructional Language
<ul style="list-style-type: none"> • Understand the purpose for writing • Understand and address the audience • Craft a clear, concise thesis statement • Write well-constructed sentences • Craft well written paragraphs • Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts. • Edit for language conventions • Write a strong conclusion that supports ideas presented in the writing 		<ul style="list-style-type: none"> • reflection • revision • rough draft • editing • summary
Question Stems		
<ul style="list-style-type: none"> ✓ What is the purpose of this writing? ✓ Who is the audience? ✓ Identify the thesis statement ✓ Is the thesis statement supported by evidence that can be traced throughout the writing? ✓ The transition _could be replaced by__. ✓ Could additional revisions be made? Where? ✓ How could the sentence _____be revised? ✓ How does the conclusion reflect the thesis? Give examples. 		
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.		W 8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 7.1	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 7 topics, texts, and issues</i> building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 	
	I Can: <ul style="list-style-type: none"> a. I can prepare for a class discussion and participate by referring to my findings during a Listening discussion. b. I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed. c. I can ask questions to respond to others, elicit elaboration, or bring the discussion back to the topic. d. I can acknowledge new ideas expressed in discussion and modify my views if needed 	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Prepare for collaborative discussions • Know how to incorporate evidence and information into the discussion which is relevant to the topic • Know the rules for participating in discussion • Assign and assume roles in the discussion • Set goals and deadlines, then progress • Pose and respond to questions posed by others • Make relevant comments that help return the discussion to the topic • Be willing to acknowledge new information expressed by others • Be willing to modify your own views based on the comments and information of others 	<ul style="list-style-type: none"> • acknowledge • collegial • elicit • evidence • explicit • modify • pose/probe • reflect • research • warranted 	<p>SBAC Claim # 3: Employ effective speaking and listening skills</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>

Question Stems	
<ul style="list-style-type: none"> ✓ How did you prepare for today's discussion? ✓ What are some questions you might ask during the discussion? 	

<ul style="list-style-type: none"> ✓ Based on what you read, what might you want to discuss more deeply with your group? ✓ What are some rules that help make the discussion collegial? ✓ What is your role in the discussion? ✓ What are the specific goals of the discussion and long do we have to meet them? ✓ How will we track the progress? ✓ How will you contribute to the progress of the group? ✓ Reflect on what you heard, what ideas can you add to the discussion? ✓ Have your partners said anything that made you change your ideas? Did you acknowledge them? ✓ Use this language frame: I agree/disagree with what you said ✓ Use this language frame: In addition to what ___said, I think... 	
<p>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, issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL 7.2	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Standard: 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.	
	I Can: I can analyze the main idea/supporting details in information presented in diverse formats explain how the information clarifies the topic under study.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Be able to identify and analyze main ideas in diverse media and formats • Be able to identify and analyze supporting details and ideas in diverse media and formats • Be able to explain how ideas • information, or data clarify a topic, text or issue under study 	<ul style="list-style-type: none"> • analyze • clarify • diverse • formats • main ideas • orally • quantitatively • supporting details • visually • media 	<p>SBAC Claim # 3: Employ effective speaking and listening skills</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
Question Stems		
<ul style="list-style-type: none"> ✓ What is the main idea of _____? ✓ Did you evaluate how those ideas are presented in the different media? Is the message the same? ✓ How does using visual media/formats help clarify the ideas within a topic of study? ✓ Which format or media made the topic easier for you to understand? ✓ What were some of the supporting details presented? ✓ Why would presenting ideas and information in a quantitative format make it easier to understand? ✓ Did you analyze the information presented for credibility? 		
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 8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

SL 7.3	Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
	Standard: Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
	I Can: I can identify a speaker’s argument and specific claims. I can evaluate the soundness of reasoning and relevance of evidence presented.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Understand the difference between argument and claims • Distinguish between sound and unsound reasoning • Identify the attitude the speaker has toward a subject by analyzing the content and the delivery • Understand that some claims introduced may not be relevant to the topic • Recognize that the evidence offered may not be sufficient or substantial 	<ul style="list-style-type: none"> • delineate • argument • attitude • evaluate • soundness • reasoning • relevance • sufficiency • prospective • valid • claim 	<p>SBAC Claim # 3: Employ effective speaking and listening skills</p> <p>SBAC Claim # 5: Use oral and written language skillfully</p>
Question Stems		
<ul style="list-style-type: none"> ✓ Can you identify the speaker’s reasons for making certain claims? ✓ Is the speaker’s argument valid? Why or why not? ✓ Are the claims the speaker is making based on valid evidence? ✓ What details or evidence help you understand the speaker’s attitude toward the topic? ✓ Are the arguments the speaker is making relevant to the topic being discussed? ✓ Is there enough evidence to support the speaker’s claim? ✓ Who is the intended audience? What is their perspective? ✓ Is the evidence offered in the speech sufficient enough to convince you? 		
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 8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	

SL 7.4	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 (<u>e.g., argument, narrative, summary presentations</u>), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation. a. <u>Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.</u>	
	I Can: I can present important findings in a coherent manner using descriptions, facts, details, and examples. I can use appropriate eye contact, adequate volume, and clear pronunciation.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Plan and deliver a presentation that is <ul style="list-style-type: none"> ○ focused ○ coherent (delivered in a logical sequence) ○ contains pertinent facts, descriptions, examples • Understand the difference between a claim and a finding • Knows that an argument • makes and supports a claim <ul style="list-style-type: none"> ○ acknowledges counterarguments ○ creates cohesion by using transitional words or phrases ○ has a strong concluding statement • Speak with an adequate volume and clear pronunciation • Make appropriate eye contact 	<ul style="list-style-type: none"> • Argument • counterargument • coherent • cohesion • emphasizing • evidence • focused • claim • presentation • manner • narrative • pertinent • presentations • pronunciation • salient • summary 	<p>SBAC Claim # 3: Employ effective speaking and listening skills</p>
Question Stems		
<ul style="list-style-type: none"> ✓ How will you plan your presentation? ✓ On what evidence will you base your argument? ✓ Have you considered the counterarguments that might be made? ✓ Is your argument presented logically with sufficient and pertinent details/facts/examples? ✓ Was your conclusion strong? Is there something you can add to make it stronger? 		

<ul style="list-style-type: none"> ✓ Can the listener follow your argument? Is there cohesion from beginning to end? ✓ Don't forget the rules for a good presentation. 	
<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> <ul style="list-style-type: none"> 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 8.4: Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ul style="list-style-type: none"> a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

SL 7.5	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	Standard: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	
	I Can: I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Select appropriate multimedia components that add meaning to the presentation • Know what elements are needed to create visual displays • Add photos, video, audio, animation, and text to emphasize the important points of the presentation. • Add photos, video, audio, animation, and text to clarify the important points of the presentation. • Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors, and other presentation programs 	<ul style="list-style-type: none"> • digital media • visual displays • claims • express • enhance • components • clarify • salient points 	SBAC Claim # 3: Employ effective speaking and listening skills
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? ✓ Do the components help clarify the presentation? ✓ What is the message or information you want to convey to your audience? ✓ How would including media help the presentation? ✓ Does the media help underscore your important points? ✓ How did you decide which images you would include? ✓ Did you strategically place your media components and your visual displays to enhance understanding of your presentation topic? 		

<p>SL 6.5: Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.</p>	<p>SL 8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	
<p>SL 7.6</p>	<p>Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
	<p>Standard: 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.)</p>	
	<p>I Can: I can adapt my speech to a variety of tasks and contexts. I can demonstrate a command of formal English when appropriate.</p>	
<p>Essential Skills / Concepts</p>	<p>Common Instructional Language</p>	<p>Teaching Notes and Strategies</p>
<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 and understanding 	<ul style="list-style-type: none"> • contexts • demonstrate • formal English • variety • purpose • word choice • selection • context • sentence patterns • enunciate • volume 	
<p style="text-align: center;">Question Stems</p> <ul style="list-style-type: none"> ✓ What is the purpose of your speech and who is your intended audience? ✓ Are you trying to persuade or convince your audience? ✓ Will you need formal or informal English? Why? ✓ Are you delivering a formal presentation? How will this affect your choice of words? ✓ Are there places where you can substitute precise engaging language to keep listeners interested? ✓ How will your word choice impact your listeners? ✓ How will you emphasize the important points? 		

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.)

SL 8.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L 7.1

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 phrases and clauses in general and general and their functions in specific sentences.
- b. Chose among simple, compound, complex, and compound- complex sentences to signal differing relationship among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

I Can:

- a. I can explain the function of phrases and clauses.
- b. I can choose among various types of sentences to show different relationship among ideas.
- c. I can use phrases and clauses appropriately in a sentence.

Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) • Identify and correctly use phrases and clauses • Identify and correctly use simple sentences • Identify and correctly use compound sentences • Identify and correctly use complex sentences • Identify and correctly use compound-complex sentences • Identify and correctly use (place) modifiers • Recognize variations from standard English 	<ul style="list-style-type: none"> • conventions • subjective case • objective case • possessive case • intensive pronouns • vague /ambiguous antecedents 	<p>SBAC Claim # 2: Write Effectively</p>
Question Stems		
<ul style="list-style-type: none"> ✓ What is a phrase? How does it differ from clause? ✓ What is an independent clause? What is a dependent clause? Which is the same as a simple sentence? ✓ What is a compound sentence? ✓ Name the words that are used to connect two independent clauses. 		

<ul style="list-style-type: none"> ✓ What is a complex sentence? How does it differ from a compound sentence? ✓ What types and how many clauses are used in a compound-complex sentence? ✓ Is the position of the modifier correct? What word is being modified? ✓ What is a dangling modifier? ✓ In what way does the passage deviate from conventional use? 	
<p>L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<p>L 8.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.

L 7.2	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 a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> . b. Spell correctly	
	I Can: a. I can use a comma to separate coordinate adjectives. b. I can spell correctly.	
Essential Skills / Concepts	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Use commas to separate coordinate adjectives • Punctuate correctly • Spell correctly 	<ul style="list-style-type: none"> • capitalization • punctuation • nonrestrictive • parenthetical elements • phrases • complete sentences • run-on sentence • dash • parentheses 	SBAC Claim # 2: Write Effectively
Question Stems		
<ul style="list-style-type: none"> ✓ What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence? ✓ What is the correct spelling of this word? ✓ Are Standard English conventions correctly demonstrated? ✓ What might the author/you do to address conventional errors and improve clarity? 		
L 6.2: 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 8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

L 7.3	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. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
	I Can: I can choose language to express ideas in a precise and concise manner.	
Essential Skills / Concepts	Common Instructional Language	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 Express ideas precisely and concisely 	<ul style="list-style-type: none"> sentence variety sentence structure precise concise redundant 	SBAC Claim # 5: Use oral and written language skillfully
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? ✓ How can you more precisely express this idea? ✓ Are any of the words or sentences used redundant? What words can be removed without affecting the message? 		
L 6.3: 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 8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	

L 7.4	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. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
	I Can: <ul style="list-style-type: none"> a. I can use context clues to figure out word meanings. b. I can use common Greek and Latin affixes and roots to figure out word meanings. c. I can use reference materials to determine pronunciation, meaning, or part of speech of a word. d. I can verify what I think a word means by looking it up 	
Essential Skills/Concept	Common Instructional Language	Teaching Notes and Strategies

<ul style="list-style-type: none"> • Use context clues to derive word meaning • 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 • Trace the etymology of words • Verify word meaning 	<ul style="list-style-type: none"> • multiple meaning • context clues • function • part of speech • root word • affix • prefix • suffix • consult • reference materials • dictionary • thesauruses • glossaries • pronunciation • precise meaning • synonym • etymology • verify • preliminary • determination • inferred meaning 	<p>SBAC Claim # 5: Use oral and written language skillfully</p>
<p style="text-align: center;">Questions Stems</p> <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 is the origin of the word? Did it derive from another language? ✓ Has the meaning/use of the word ___ changed over time? How? ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered? 		

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.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 8.4: Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L 7.5	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 figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	
	I Can: a. I can interpret figures of speech in context. b. I can use the relationships between words to better understand each word’s meaning. c. I can distinguish among connotations and denotations of words.	
Essential Skills/Concept	Common Instructional Language	Teaching Notes and Strategies
<ul style="list-style-type: none"> • Interpret figurative language • Interpret literary, biblical and mythological allusions • 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"> • cause/effect • connotations (associations) • demonstrate • denotations (definitions) • distinguish • figurative language • interpret • item/category • nuances 	SBAC Claim # 5: Use oral and written language skillfully
Question Stems		
<ul style="list-style-type: none"> ✓ What is meant by the figurative expression ____? ✓ What type of figurative language is used? ✓ Does the expression allude to or casually mention a character or incident in another literary text? What is the connection? ✓ 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 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L 8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L 7.6	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 seventh grade topics. I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.	
Essential Skills / Concepts	Common Instructional Language	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"> acquire academic domain-specific 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 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.	L 8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	