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K-12 Literacy Curriculum

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Table of Contents

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5

College and Career Readiness Anchor Standards for Reading	1
Reading Standards for Literature K-5	2
Reading Standards for Informational Text K-5	28
Reading Standards: Foundational Skills K-5.....	56
College and Career Readiness Anchor Standards for Writing	71
Writing Standards K-5.....	72
College and Career Readiness Anchor Standards for Speaking and Listening	92
Speaking and Listening Standards K-5.....	93
College and Career Readiness Anchor Standards for Language	96
Language Standards K-5.....	97

Standards for English Language Arts 6-12

College and Career Readiness Anchor Standards for Reading	102
Reading Standards for Literature 6-12	103
Reading Standards for Informational Text 6-12	122
College and Career Readiness Anchor Standards for Writing	137
Writing Standards 6-12.....	138
College and Career Readiness Anchor Standards for Speaking and Listening	
Speaking and Listening Standards 6-12.....	

College and Career Readiness Anchor Standards for Language.....

Language Standards 6-12.....

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The K–12 standards contained within this curriculum guide define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

READING: LITERATURE INTRODUCTION K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING: LITERATURE <i>Key Ideas and Details</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	1. With prompting and support, ask and answer questions about key details in a text before, during, and after a reading. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	1. Ask and answer questions about key details in a text before, during, and after a reading. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text before, during, and after a reading. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.
Content Elaborations	The focus of Key Ideas and Details is the students' ability to understand the information in what they have read or what has been read to them. RL.1 <ul style="list-style-type: none"> ▪ Ask questions of a text before, during and after reading ▪ Respond to questions about the text ▪ Make reasonable predictions ▪ Use information from the text and background knowledge to make inferences 	The focus of Key Ideas and Details is to use text evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements. RL.1 <ul style="list-style-type: none"> ▪ Ask questions of a text before, during and after reading ▪ Monitor understanding of what is read and use "fix- up" strategies when meaning breaks down ▪ Make predictions based on story elements ▪ Use information from the text and background knowledge to make 	The focus of Key Ideas and Details is to use text evidence to support understanding, making inferences, determining theme and main idea, and identifying literary elements. RL.1 <ul style="list-style-type: none"> ▪ Monitor understanding of what is read and use "fix- up" strategies when meaning breaks down ▪ Use information from the text and background knowledge to make inferences ▪ Make, confirm and revise predictions

READING: LITERATURE *Key Ideas and Details*

	Kindergarten	Grade 1	Grade 2
	<p>RL.2 Refer to Standard</p> <p>RL.3</p> <ul style="list-style-type: none"> ▪ Understand the characters, setting, problem/solution is a story structure ▪ Use academic vocabulary (i.e., plot, character, setting, problem, solution) <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.</p>	<p>inferences</p> <p>RL.2</p> <ul style="list-style-type: none"> ▪ Understand that authors have a lesson or message that the reader needs to infer ▪ Recognize that story elements (plot, characters, setting and events) create a story structure <p>RL.3</p> <ul style="list-style-type: none"> ▪ Begin to understand how cause and effect leads to the actions of characters ▪ Begin to recognize that characters have physical characteristics and personality traits <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.</p>	<p>RL.2</p> <ul style="list-style-type: none"> ▪ Use story elements to recount the story with details ▪ Analyze the text to identify the author's message <p>RL.3</p> <ul style="list-style-type: none"> ▪ Understand characters can change and respond to major events/challenges through cause and effect. ▪ Make inferences about the personality traits of a character <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.</p>
Enduring Understanding	<p><i>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.</i></p>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Think Aloud ✓ Shared Reading ✓ Retelling using story maps / graphic organizers ✓ Reciprocal Teaching: four strategies 	<ul style="list-style-type: none"> ✓ Interactive read alouds in which children ask and answer text-based questions result in vocabulary gains and an increased understanding of story schema and concept development 	<ul style="list-style-type: none"> ✓ We know characters by what they say, think, know and do <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge

READING: LITERATURE *Key Ideas and Details*

	Kindergarten	Grade 1	Grade 2
	<p>(clarifying, predicting, summarizing and questioning)</p> <p>✓ Teach difference between question and statement</p> <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions 	<p>✓ Understand the difference between statements and questions</p> <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions 	<ul style="list-style-type: none"> ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions
Benchmark Indicators/Assessment			

READING: LITERATURE *Key Ideas and Details*

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
Content Elaborations	<p><i>In the previous grade band, students are expected to retell, answer questions and describe characters using key details.</i></p> <p>The focus of Key Ideas and Details is that students provide textual evidence, make inferences, identify theme and literary elements, and summarize text.</p> <p>RL.1</p> <ul style="list-style-type: none"> ▪ Monitor understanding of what is read and use "fix-up" strategies when meaning breaks down ▪ Make predictions based on evidence from the text and knowledge of story structure (characters, setting, problem/solution) 	<p><i>In the previous grade band, students are expected to retell, answer questions and describe characters using key details.</i></p> <p>The focus of Key Ideas and Details is to provide textual evidence, make inferences without prompts, identify theme and literary elements, and summarize text.</p> <p>RL.1</p> <ul style="list-style-type: none"> ▪ Monitor understanding of what is read and use "fix-up" strategies when meaning breaks down ▪ Identify the information from the text used to help infer an answer ▪ Make predictions based on evidence from 	<p><i>In the previous grade band, students are expected to retell, answer questions and describe characters using key details.</i></p> <p>The focus of the Key Ideas and Details topic is providing textual evidence, making inferences, identifying theme and literary elements and summarizing text.</p> <p>RL.1 Refer to Standard</p> <p>RL.2 Refer to Standard</p> <p>RL.3</p> <ul style="list-style-type: none"> ▪ Track character development and change over time using evidence from the text

READING: LITERATURE *Key Ideas and Details*

	Grade 3	Grade 4	Grade 5
	<p>RL.2 Refer to Standard</p> <p>RL.3</p> <ul style="list-style-type: none"> ▪ Track character development and change over time ▪ Understand, explain and predict how a character’s actions contribute to the sequence of events (cause and effect) <p>In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.</p>	<p>the text and knowledge of story structure (characters, setting, problem/solution)</p> <p>RL.2 Refer to Standard</p> <p>RL.3</p> <ul style="list-style-type: none"> ▪ Track character development and change over time using evidence from the text ▪ Understand, explain and predict how a character’s actions contribute to the sequence of events (cause and effect) <p>In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.</p>	<ul style="list-style-type: none"> ▪ Understand, explain and predict how a character’s actions contribute to the sequence of events (cause and effect) <p>In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.</p>
Enduring Understanding	<i>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary texts represent complex stories in which the reflective and apparent thoughts and actions of human beings are revealed.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Graphic organizers, like T-charts or webs, to compare and contrast one or more elements of two literary texts ✓ Think aloud ✓ Dramatic representation of character ✓ Reading response journal w/citing evidence from text ✓ Scaffolded prompts for citing evidence (for ex. find how a character demonstrates courage) 	<ul style="list-style-type: none"> ✓ Explicit instruction in creating summaries (i.e. the 4 W’s) ✓ Identifying main idea and supporting details (think alouds, sentence sorts, scaffolded summary) ✓ Read Aloud with structured questions focused on making inferences ✓ QAR-Question, Answer, Relationship (right there, think and search, author and you) 	<ul style="list-style-type: none"> ✓ Graphic Organizers, Venn Diagrams, & Story Maps ✓ Using the story map strategy helps students focus on the major aspects or elements of a story such as setting, character, conflict, rising action and resolution. Initially, these organizers can be created for whole groups to contribute; as they become more familiar, students can create story maps for texts they read

READING: LITERATURE *Key Ideas and Details*

	Grade 3	Grade 4	Grade 5
	<p>✓ QAR- Question, Answer, Relationship (right there, think and search, author and you)</p> <p><u>Mosaic of Thought: The Power of Comprehension Strategy Instruction</u> by Ellin Oliver Keene, Susan Zimmermann</p> <p><u>Units of Study for Teaching Reading, Grades 3-5: A Curriculum for the Reading Workshop</u> by Lucy Calkins, Kathleen Tolan</p>	<p>Making Connections: http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html</p> <p><u>Mosaic of Thought: The Power of Comprehension Strategy Instruction</u> by Ellin Oliver Keene, Susan Zimmermann</p> <p><u>Units of Study for Teaching Reading, Grades 3-5: A Curriculum for the Reading Workshop</u> by Lucy Calkins, Kathleen Tolan</p>	<p>independently. There are a number of graphic variations on a story map available online. ReadWriteThink (sponsored by the International Reading Association and National Council of Teachers of English) has an interactive version that students can complete, located at: http://www.readwritethink.org/files/resources/interactives/storymap/</p> <p><u>Charlotte Huck’s Children’s Literature: A Brief Guide</u> by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children’s books.</p> <p><u>Terrific Teaching Tips: Reading Historical Texts: Comprehension Through Strategies and Extension</u> by Megan Truax (Illinois Reading Council Journal, Fall 2010, Vol. 38 Issue 4, p. 47-52) discusses resources, programs, techniques and strategies to stimulate creativity and enhance student learning.</p> <p>http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=38ae74e9-71c1-4486-862e-ac4baa9cbd50%40sessionmgr14&vid=2&hid=13</p>

READING: LITERATURE *Key Ideas and Details*

	Grade 3	Grade 4	Grade 5
			<p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p>
Benchmark Indicators/Assessment			

READING: LITERATURE *Craft and Structure*

	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>4. Ask and answer questions about unknown words in a text.</p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Identify who is telling the story at various points in a text.</p>	<p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
Content Elaborations	<p>The focus of Craft and Structure is for students to examine a piece of literature, to increase their ability to understand word meaning and figurative language, story structure and point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Students self-monitor their own vocabulary for understanding/comprehension ▪ Increase understanding of text-related vocabulary <p>RL.5</p> <ul style="list-style-type: none"> ▪ Ask and answer text-related questions to discover the elements common to a 	<p>The focus of Craft and Structure is the student’s ability to understand word meaning and figurative language, story structure and development and point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Understand that figurative or sensory language is a way of writing that goes beyond (or even against) the literal meaning of a word or phrase (i.e., the literal and figurative meaning of the word “home.”) ▪ Use sensory language to create mental imagery (five senses) when reading. <p>RL.5</p> <ul style="list-style-type: none"> ▪ Distinguish the difference between fiction 	<p>The focus of Craft and Structure is the student’s ability to understand word meaning and figurative language, story structure and development, and point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Understand that authors choose and arrange words in a variety of ways to create meaning <p>RL.5</p> <ul style="list-style-type: none"> ▪ Understand story structure (i.e. an introduction can start with a description of setting or the introduction of the main character..) and use them to make meaning ▪ Preview a text to identify the overarching

READING: LITERATURE *Craft and Structure*

	Kindergarten	Grade 1	Grade 2
	<p>particular genre (fiction/nonfiction) or text type and increase understanding of text-related vocabulary</p> <p>RL.6 Refer to Standard</p> <p>In the next grade band, students will be expected to know how to: use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.</p>	<p>and nonfiction text to help know how to read the text.</p> <p>RL.6</p> <ul style="list-style-type: none"> ▪ Understand the importance of the narrator in both fiction and nonfiction text. <p>In the next grade band, students will be expected to know how to: use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.</p>	<p>structure</p> <p>RL.6</p> <ul style="list-style-type: none"> ▪ Recognize the author’s purpose for writing the text ▪ Recognize that the narrator of the story affects what is told and how it is told <p>In the next grade band, students will be expected to know how to: use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.</p>
Enduring Understanding	<p><i>Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.</i></p>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Use inquiry (read like a writer) in mentor text as models of good writing (word choice/ meaning) ✓ Model strategies when you come to an unknown word during read aloud <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to 	<ul style="list-style-type: none"> ✓ Use inquiry (read like a writer) in mentor text as models of good writing (word choice/meaning) <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions 	<ul style="list-style-type: none"> ✓ Use inquiry (read like a writer) in mentor text as models of good writing (word choice/ meaning) ✓ Teach using context clue strategies and picture clues to unlock the meaning of unknown words <p>Model Reading Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions

READING: LITERATURE *Craft and Structure*

	Kindergarten	Grade 1	Grade 2
	text <ul style="list-style-type: none"> ▪ Drawing conclusions The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	<ul style="list-style-type: none"> ▪ Making connections and responding to text ▪ Drawing conclusions The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012
Benchmark Indicators/Assessment			

READING: LITERATURE *Craft and Structure*

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narration.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.</i></p> <p>The focus of Craft and Structure is for readers to understand the use of figurative language, the structure of literary genre, and to determine point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Use a repertoire of strategies for figuring 	<p><i>In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.</i></p> <p>The focus of Craft and Structure is for students to develop an understanding of figurative language, examine the structure of literary genre and determine point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Use a repertoire of strategies for figuring 	<p><i>In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.</i></p> <p>The focus of the Craft and Structure topic is the author’s use of figurative language, the specific structure of literary genre and point of view.</p> <p>RL.4</p> <ul style="list-style-type: none"> ▪ Use a repertoire of strategies for figuring

READING: LITERATURE *Craft and Structure*

	Grade 3	Grade 4	Grade 5
	<p>out the meanings of unfamiliar words</p> <ul style="list-style-type: none"> Recognize that authors make deliberate choices with words and phrases to achieve a range of purposes (e.g., create an image, convey a message, set a tone create a mood) <p>RL.5</p> <ul style="list-style-type: none"> Recognize how cause and effect builds across a story (leads to successive events or parts) Use understanding of text structure and genre to make predictions (e.g., in a mystery I will expect clues...) and understand the overall text. Understand that a text structure provides a mental framework for organizing text. <p>RL.6</p> <ul style="list-style-type: none"> Consider point of view in order to track author's purpose or message <p>In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.</p>	<p>out the meanings of unfamiliar words</p> <p>RL.5</p> <ul style="list-style-type: none"> Understand that a text structure provides a mental framework for organizing text. Recognize how cause and effect builds across a story (leads to successive events or parts) Use understanding of text structure and genre to make predictions (e.g., in a mystery I will expect clues...) and understand the overall text. <p>RL.6</p> <ul style="list-style-type: none"> Notice the point of view an author uses and how that point of view influences the ways issues, problems, events and characters are described. Recognize that the story/information presented is from the narrator's or writer's point of view (first person, second person, third person) <p>In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.</p>	<p>out the meanings of unfamiliar words</p> <ul style="list-style-type: none"> As readers become more sophisticated, their vocabulary usage expands to include figurative language. As text complexity increases, readers use poetic and story elements along with their understanding of figurative language to articulate how these elements contribute to the meaning and effectiveness of the overall selection. <p>RL.5</p> <ul style="list-style-type: none"> Recognize how cause and effect builds across a story (leads to successive events or parts) Use knowledge of text structure and genre elements to understand the overall text Understand that a text structure provides a mental framework for organizing text. <p>RL.6</p> <ul style="list-style-type: none"> Readers need to understand point of view and the significance it has on text to comprehend fully what they have read. Understand that a single event can have multiple interpretations depending on each person's point of view <p>In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.</p>

READING: LITERATURE *Craft and Structure*

	Grade 3	Grade 4	Grade 5
Enduring Understanding	<i>Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</i>		
Instructional Strategies and Resources	<p>Author studies</p> <ul style="list-style-type: none"> ✓ Compare themes commonly found in folk or traditional literature (e.g. different versions of Three Little Pigs) ✓ Graphic Organizers ✓ Making connections to distinguish student's point of view from that of the author as well as the differing points of view of characters ✓ Visualizing and charting literal and figurative language ✓ Instruction in literary structures such as chapter, scene and stanza ✓ Use inquiry (read like a writer) in mentor text as models of good writing (word choice/ meaning) <p>Question the Author: http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html</p> <p>Charting Characters http://www.readwritethink.org/classroom-resources/lesson-plans/charting-characters-more-complete-267.html</p>	<ul style="list-style-type: none"> ✓ Explicit instruction of elements of shared text that contribute to its theme ✓ Graphic organizers for possible themes with supporting details ✓ Categorizing structural elements based on various texts ✓ Explicit instruction of vocabulary with an emphasis on characters in mythology (i.e. Herculean) ✓ Compare/Contrast point of view - particularly first and third person <p>Question the Author: http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Craft Lessons: Teaching Writing K-8 Second Edition by Ralph Fletcher and JoAnn Portalupi. In the 5-8 section a series of lessons addresses expository writing. Every lesson features three teaching guidelines: Discussion, How to Teach It, Resource Material.</p> <p>Inside Writing: How to Teach the Details of Craft by Donald Graves and Penny Kittle (Heinemann, 2005) provides teachers with ways to help students understand the art of writing.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>

READING: LITERATURE *Craft and Structure*

	Grade 3	Grade 4	Grade 5
	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012		
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
Content Elaborations	<p>The focus of Integration of Knowledge and Ideas is making connections and comparisons, and determining themes and main topics across different texts and genre.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Recognize that images or illustrations add to the author’s meaning ▪ Understand that images or illustrations can be used as cues for the written text <p>RL.9</p> <ul style="list-style-type: none"> ▪ Make text-to-text connections <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>	<p>The focus of Integration of Knowledge and Ideas is making connections and comparisons, and determining themes and main topics across different texts and genre.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Understand that both story details and illustrations help to construct meaning ▪ Describe details in illustrations including who, what, where, when, why, how, color and size <p>RL.9</p> <ul style="list-style-type: none"> ▪ Make text-to-text connection ▪ Compare and contrast two stories: setting, main character and their problems <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the</p>	<p>The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons, and determining themes and main topics across different texts and genre.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Identify the relationship between the illustrations and the words in the text ▪ Identify information in the illustration that is not supported in the text <p>RL.9</p> <ul style="list-style-type: none"> ▪ Integrate information presented from visual cues, images and text (print, non-print and digital) to draw conclusions ▪ Compare and contrast two stories: setting, main characters and their problems or goals, how others react and respond to the characters, endings) “Both stories…” ▪ Recognize that there are multiple viewpoints to consider when reading (e.g.

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
		<p>story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>	<p>The Three Little Pigs vs. The True Story of the Three Little Pigs)</p> <ul style="list-style-type: none"> ▪ Be aware that cultural nuances embedded in the story’s origin impacts how the story is told ▪ Describe similarities and differences between different versions of a story (setting, characters, theme or message, etc.) <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story, and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>
Enduring Understanding	<p><i>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.</i></p>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Shared reading ✓ Venn diagrams or other graphic organizers <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions 	<ul style="list-style-type: none"> ✓ Shared reading ✓ Venn diagrams or other graphic organizers <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions 	<ul style="list-style-type: none"> ✓ Shared reading ✓ Venn diagrams or other graphic organizers <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
	<ul style="list-style-type: none"> ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.</i></p> <p>The focus of Integration of Knowledge and Ideas is to have readers make connections and comparisons across texts, to develop an understanding of themes and topics as they appear across genres.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Analyze details in illustrations or other visual features by considering techniques such as shape, space, color, size and format 	<p><i>In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.</i></p> <p>The focus of Integration of Knowledge and Ideas is to have students make connections/comparisons across texts and understand themes and topics across genres.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Compare and contrast how the oral, dramatic, video or sound version reflects or differs from the text version including language, music, illustrations, background sets, actions, etc. 	<p><i>In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.</i></p> <p>The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons within and across texts and understanding and comparing themes and topics as they appear across genres.</p> <p>RL.7</p> <ul style="list-style-type: none"> ▪ Readers understand the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the message of the text.

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> Identify the effect different illustration techniques have on the mood, characters, and setting of a story. <p>RL.9</p> <ul style="list-style-type: none"> Think about how other characters respond to the main characters. <p>In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.</p>	<p>RL.9</p> <ul style="list-style-type: none"> Compare and contrast similar topics and themes (gender issues, slavery and freedom, conservation...) How does each author convey the theme/address the topic? <p>In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.</p>	<p>RL.9</p> <ul style="list-style-type: none"> How does each author convey the theme/address the topic? <p>In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.</p>
Enduring Understanding	<i>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of genres provides a full understanding of the author’s message/theme as well as the ideas being explored.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Compare and contrast various text formats and illustrations through topic and author study using multiple texts, formats and genre ✓ Reading Response Journal ✓ Graphic Organizers <p><u>Teaching Literary Elements With Picture Books: Engaging, Standards-Based Lessons and Strategies</u> by Susan Van Zile and Mary Napoli (Scholastic, 2009) includes lessons that help students understand literary elements such as figurative language and theme.</p>	<ul style="list-style-type: none"> ✓ Discussion structured around four strategies: summarizing, question-generating, clarifying and predicting ✓ Graphic Organizers, such as Venn Diagrams, to compare and contrast different versions of the same story ✓ Identifying patterns in specific genre such as fables, tall tales or fairy tales <p><u>Still Learning to Read: Teaching Students in Grades 3-6</u> by Franki Sibberson and Karen Szymusiak focuses on how to build reading instruction into already packed days and includes sample lessons and</p>	<p><u>Artist to Artist: 23 Major Illustrators Talk to Children About Their Art</u> by Eric Carle Museum of Picture Book Art, Eric Carle, Mitsumasa Anno, and Quentin Blake (Philomel, 2007) is an anthology of children’s book artists who talk about illustrations, their techniques and the roles they play in text.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are</p>

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	examples of proven classroom routines. The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	available at www.cast.org The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Content Elaborations	<p>The focus of the topic Range of Reading and Level of Text Complexity at this grade level is the exposure of young children to a wide variety of text types. Research shows that 'book talk' develops students' awareness of story, increases vocabulary and instills in them a love of reading. All of these factors are critical as students begin to develop the skills and desire to read. Giving students the opportunity to interact with the full range of fiction (poetry, story, drama, folklore etc.) enriches their understanding of text and expands the world in which they live.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Have access to grade-appropriate instructional and independent literary text ▪ Exposure to complex texts and close reading through read aloud, scaffolding and other strategies across all content areas ▪ Access different print and electronic sources ▪ Use real world application of texts for 	<p>The focus of the topic Range of Reading and Level of Text Complexity topic is the variety, difficulty and content of texts with which readers interact. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Read literary text at increasing levels of difficulty and complexity that represent a range of styles and genres ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and</p>	<p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</p> <p>Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and elements.</p>

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
	<p>specific and authentic purposes</p> <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>	<p>content.</p>	<p>High-quality texts expand the reader’s understanding of literature, language and the world.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Read literary text at increasing levels of difficulty and complexity that represent a range of styles and genres ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>
Enduring Understanding	<p><i>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging literary texts.</i></p>		<p><i>In order to meet the rigorous demands of college and or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the “skill, concentration and stamina” to read these texts independently and proficiently.</i></p>
Instructional	✓ Shared Reading	✓ Shared Reading	✓ Shared Reading

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
Strategies and Resources	<ul style="list-style-type: none"> ✓ Read-Aloud ✓ Turn and Talk <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Read-Aloud ✓ Turn and Talk <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Read-Aloud ✓ Turn and Talk <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text-complexity band independently and proficiently.
Content Elaborations	<p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with various text structures and</p>	<p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well</p>	<p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, readers gain literary and cultural knowledge as well as familiarity with</p>

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
	<p>elements. High-quality texts expand the reader's understanding of literature, language and the world.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex literary texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>as familiarity with various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex literary texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>various text structures and elements. High-quality texts expand the reader's understanding of literature, language and the world.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex literary texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes
Enduring Understanding	<i>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging literary texts.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Literature Circles ✓ Response Journals ✓ Explicit, text-connected, vocabulary instruction ✓ Read Aloud with structured discussion <p><u>Charlotte Huck's Children's Literature: A Brief Guide</u> by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on a wide range of literature and</p>	<ul style="list-style-type: none"> ✓ Literature Circles ✓ Response Journals ✓ Explicit, text-connected, vocabulary instruction ✓ Read Aloud with structured discussion ✓ Guided Comprehension <p>http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html</p>	<p>Mixed Genre</p> <ul style="list-style-type: none"> ✓ Provide opportunities for students to explore a variety of genres such as graphic novels, non-fiction text, children's literature, poetry, plays and traditional literature (fairy tales, folk tales, myths, legends, tall tales, and fables). In literature circles and whole class close reads, focus discussion on the literary devices, i.e. the relationship between illustrations and text.

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
	<p>ways to use that literature in the classroom.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Launch an Intermediate Reading Workshop: Getting Started with Units of Study for Teaching Reading, Grades 3-5 by Lucy Calkins (First Hand, 2010) shows how to create rigorous and responsive reading workshops for the intermediate grades.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT INTRODUCTION K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1. Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Content Elaborations	The focus of Key Ideas and Details is reading with purpose. It helps the student focus on content and comprehension. As texts and topics are introduced, it is important to scaffold student learning by modeling strategies that support comprehension and encourage students to make their own connections to texts RI.1 <ul style="list-style-type: none"> ▪ Ask questions of a text before, during 	The focus of Key Ideas and Details is reading with purpose. It helps the reader focus on content and comprehension. RI.1 <ul style="list-style-type: none"> ▪ Monitor their understanding of what is read and to use “fix up” strategies when meaning breaks down. ▪ Ask and answer relevant questions of a text before, during, and after reading ▪ Make reasonable predictions while 	The focus of Key Ideas and Details is reading with purpose. RI.1 <ul style="list-style-type: none"> ▪ Understand that there is a purpose for reading a specific text ▪ Monitor their understanding of what is read and to use “fix up” strategies when meaning breaks down. ▪ Ask and answer relevant questions of a text before, during, and after reading

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Kindergarten	Grade 1	Grade 2
	<p>and after reading</p> <p>RI.2</p> <ul style="list-style-type: none"> Understand that text is made up of main ideas and details about a topic <p>R.3 Refer to Standard</p> <p>In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences and begin to use direct quotes as evidence or support in discussions and writing</p>	<p>reading</p> <ul style="list-style-type: none"> Use information from the text and background knowledge to make inferences <p>RI.2</p> <ul style="list-style-type: none"> Understand that text is made up of main ideas and details about a topic Retell key details and what the author taught about the main topic Differentiate between interesting and key information <p>RI.3</p> <ul style="list-style-type: none"> Identify cause and effect relationships in a text <p>In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences and begin to use direct quotes as evidence or support in discussions and writing</p>	<ul style="list-style-type: none"> Make reasonable predictions while reading Use information from the text and background knowledge to make inferences <p>RI.2</p> <ul style="list-style-type: none"> Understand that authors include key details in informational text that can be used when asking and answering questions Use key details to identify the main topic Understand that multiple paragraphs work together to give information about a bigger topic Identify the main topic of a multi paragraph informational text Identify the focus of a specific paragraph <p>RI.3</p> <ul style="list-style-type: none"> Identify cause and effect relationships in a text Describe the connections between 2 individuals such as members of a family, neighborhood or community. Describe scientific relationships such as the connection between magnetic objects and other objects, or the feeding relationships in a food chain. Describe the sequence of events or timelines such as elections, segregations, war, etc. Describe steps in a technical procedure

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Kindergarten	Grade 1	Grade 2
			In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences and begin to use direct quotes as evidence or support in discussions and writing
Enduring Understanding	<i>Knowledge-based information is an ever-changing, expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.</i>		
Instructional Strategies and Resources	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.</i></p> <p>The focus of Key Ideas and Details is to have students build textual evidence and make inferences about informational text, and to determine main or central idea</p> <p>RI.1.</p> <ul style="list-style-type: none"> ▪ Understand that there is a purpose for reading a specific text ▪ Monitor understanding of what is read and to use “fix up” strategies when meaning breaks down 	<p><i>In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.</i></p> <p>The focus of Key Ideas and Details is for students to build textual evidence, make inferences from informational text, determine central idea, and craft a complete summary.</p> <p>RI.1.</p> <ul style="list-style-type: none"> ▪ Monitor understanding of what is read and to use “fix up” strategies when meaning breaks down ▪ Infer by combining what the reader knows and what the text explicitly says 	<p><i>In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.</i></p> <p>The focus of the Key Ideas and Details topic is for students to build textual evidence, make inferences about informational text, determine the main or central idea, and create a complete summary.</p> <p>RI.1.</p> <ul style="list-style-type: none"> ▪ Monitor understanding of what is read and to use “fix up” strategies when meaning breaks down ▪ Find quotations to represent who, what,

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> ▪ Infer by combining what the reader knows and what the text explicitly says ▪ Track what happens in each part of a text across the text <p>RI.2 Refer to Standard</p> <p>RI.3 Refer to Standard</p> <p>In the next grade band, students are expected to conduct analysis and make inferences based on textural evidence without personal bias as well as analyze the manner an author addresses his or her topic.</p>	<p>and identify the information from the text used to help infer the answer</p> <p>RI.2 Refer to Standard</p> <p>RI.3 Refer to Standard</p> <p>In the next grade band, students are expected to conduct analysis and make inferences based on textural evidence without personal bias as well as analyze the manner an author addresses his or her topic.</p>	<p>where, why, when and how</p> <ul style="list-style-type: none"> ▪ Infer by combining what the reader knows and what the text explicitly says and identify the information from the text used to help infer the answer <p>RI.2</p> <ul style="list-style-type: none"> ▪ Determine up to 2 main ideas in an informational text <p>RI.3 Refer to Standard</p> <p>In the next grade band, students are expected to conduct analysis and make inferences based on textural evidence without personal bias as well as analyze the manner an author addresses his or her topic.</p>
Enduring Understanding	<i>Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Graphic organizers (e.g. timelines) ✓ KWL (What I Know, What I Want to learn, What I Learned) ✓ Supporting students in developing questions about the text (think alouds, sticky notes) ✓ Creating summaries of the content of a text orally or in writing 	<ul style="list-style-type: none"> ✓ Literature Circles ✓ Response Journals ✓ Explicit, text-connected, vocabulary instruction ✓ Read Aloud with structured discussion ✓ Graphic organizer to list thoughts and inferences about an idea in a text and find related support/information and record both 	<p>Instructional Strategies and Resources may include Graphic Organizers such as:</p> <ul style="list-style-type: none"> ✓ K W H L Chart: This activity is commonly done throughout the grades. Activate students' prior knowledge by asking them what they already Know about a topic. Next, students (collaborating as a classroom unit or within small groups) set

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 3	Grade 4	Grade 5
	<p>Nonfiction: Factual, Informative, Fresh, Fun by Ruurs, Margriet. <i>Reading Today</i>, Dec 2010, Vol. 28 Issue 3, p 46-46 provides strategies for reading and writing in the informational text genre.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>✓ I chart http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</p> <p>Making it Real: Strategies for Success with Informational Text by Linda Hoyt (Heinemann, 2002) provides information on designing lessons that focus on informational literacy that helps students understand nonfiction text and the ways to use it to make sense of the world.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>goals specifying what they Want to learn. Students then identify How they can find the information that will answer their questions (i.e., newspapers, Web searches, trade books). After reading and researching, students discuss what they have Learned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.</p> <p>✓ Create an Inference Chart: Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. The headers on the columns should read:</p> <ol style="list-style-type: none"> 1. What happened? 2. What does it mean? 3. Why do you think that? <p>In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims.</p> <p>Teaching Literacy in Context: Choosing and Using Instructional Strategies by Mimi Miller and Nancy Veatch. <i>Reading Teacher</i>, Nov. 2010, Vol. 64 Issue 3, p. 154-165, from Literacy in Context (LinC): Choosing Instructional Strategies to Teach Reading</p>

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 3	Grade 4	Grade 5
			<p><u>in Content Areas for Students Grades 5-12.</u> This article focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.</p> <p><u>Charlotte Huck’s Children’s Literature: A Brief Guide</u> by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature-based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children’s books.</p> <p><u>Diverse Learners</u> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p> <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p>	<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
Content Elaborations	<p>The focus of Craft and Structure is to enhance the understanding of the content of informational text.</p> <p>RI.4</p> <ul style="list-style-type: none"> ▪ Self-monitor their own vocabulary for understanding ▪ Understand and use domain-specific language <p>RI.5</p> <ul style="list-style-type: none"> ▪ Use text features to preview, help make predictions, and determine the main idea of a text <p>RI.6</p> <ul style="list-style-type: none"> ▪ Understand what the author taught and understand what the illustrator taught 	<p>The focus of Craft and Structure is to enhance the understanding of the content of informational text.</p> <p>RI.4</p> <ul style="list-style-type: none"> ▪ Self-monitor their own vocabulary for comprehension ▪ Understand and use domain-specific language ▪ Understand what a phrase is ▪ Understand how authors make deliberate choices with words and phrases to achieve a range of purposes, for ex. create an image, convey a message, set a tone, create a mood. <p>RI.5</p> <ul style="list-style-type: none"> ▪ Use text features to preview, and help 	<p>The focus of Craft and Structure is to enhance the understanding of the content of informational text. The text includes specialized vocabulary that builds a reader's academic or domain-specific language.</p> <p>RI. 4</p> <ul style="list-style-type: none"> ▪ Self-monitor their own vocabulary for comprehension ▪ Understand and use domain-specific language ▪ Understand what a phrase is ▪ Understanding features specific to informational text such as the concept of nonlinear reading. ▪ Self-monitor their own vocabulary for comprehension ▪ Understand and use domain-specific

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Kindergarten	Grade 1	Grade 2
	<p>In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.</p>	<p>make predictions, and determine the main idea of a text</p> <ul style="list-style-type: none"> Identify and explain the purposes of various text features (table of contents, index, glossary, bold print, etc.) and how they help us <p>RI.6</p> <ul style="list-style-type: none"> Understand what the author taught and understand what the illustrator taught <p>In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.</p>	<p>language</p> <ul style="list-style-type: none"> Understand how authors make deliberate choices with words and phrases to achieve a range of purposes, for ex. create an image, convey a message, set a tone, create a mood. <p>RI.5</p> <ul style="list-style-type: none"> Use text features to preview, and help make predictions, and determine the main idea of a text Identify and explain the purposes of various text features (table of contents, index, glossary, bold print, etc.) and how they help us <p>RI.6</p> <ul style="list-style-type: none"> Identify what the author’s purpose is (explain, describe, persuade) Describe or explain how the author feels about a topic or issue <p>In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support those ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.</p>
Enduring Understanding	<p><i>Informational text demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose behind the author’s choice of tools such as word choice, point of view, and structure.</i></p>		

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Kindergarten	Grade 1	Grade 2
Instructional Strategies and Resources	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Read and reread other sentences and non-linguistic images in the text to identify context clues. ✓ Use context clues to help unlock the meaning of unknown words. <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Read and reread other sentences and non-linguistic images in the text to identify context clues. ✓ Use context clues to help unlock the meaning of unknown words/phrases. Determine the appropriate definition of words with multiple meanings. <p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to define words using context, to use text features efficiently, and to identify the main purpose of a text.</i></p> <p>The focus of Craft & Structure is that readers develop an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's point of view and purpose in writing a text.</p> <p>RI. 4</p> <ul style="list-style-type: none"> ▪ Understand that each topic has domain-specific words 	<p><i>In the previous grade band, students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.</i></p> <p>The focus of Craft and Structure is to further develop the student's understanding of word meaning in relationship to the context in which it is placed, using text features to help comprehend text and determine an author's point of view and purpose in writing a text.</p> <p>RI. 4</p> <ul style="list-style-type: none"> ▪ Understand that each topic has domain-specific words ▪ Self Monitor, pause, and take action when 	<p><i>In the previous grade band, students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.</i></p> <p>The focus of the Craft and Structure topic is for readers to develop an understanding of word meaning within the context in which it is found. Students use text features to help comprehend text and determine an author's point of view and purpose for writing a text. The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding author's purposes.</p>

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> ▪ Self Monitor, pause, and take action when the meaning of a word is unknown ▪ Use a repertoire of strategies for figuring out the meanings of unfamiliar words ▪ Understand how authors make deliberate choices with words and phrases to achieve a range of purposes, for ex. create an image, convey a message, set a tone, create a mood. <p>RI. 5</p> <ul style="list-style-type: none"> ▪ Know and use search tools ▪ Understand that there are specific features unique to the electronic environment, for example, electronic menu and side bar, icons, key words, hyperlinks <p>RI.6</p> <ul style="list-style-type: none"> ▪ Identify what the author’s purpose is (explain, describe, persuade) ▪ Describe or explain how the author feels about a topic or issue ▪ Notice the point of view an author uses and how that point of view influences the ways issues, problems, and events are described and influence potential bias ▪ Understand that a single event can have 	<p>the meaning of a word is unknown</p> <ul style="list-style-type: none"> ▪ Use a repertoire of strategies for figuring out the meanings of unfamiliar words ▪ Understand how authors make deliberate choices with words and phrases to achieve a range of purposes, for ex. create an image, convey a message, set a tone, create a mood. ▪ Use a repertoire of strategies for figuring out the meanings of unfamiliar words. <p>RI.5</p> <ul style="list-style-type: none"> ▪ Understand that texts can include more than one text structure ▪ Attending to text structure helps readers understand the parts of a text and how those parts relate to the whole ▪ Use text structure to find and answer specific questions ▪ Understand that text structure helps organize information and helps identify key ideas <p>RI.6</p> <ul style="list-style-type: none"> ▪ Identify what the author’s purpose is (explain, describe, persuade) ▪ Describe or explain how the author feels about a topic or issue ▪ Notice the point of view an author uses and how that point of view influences the ways issues, problems, and events are 	<p>Understanding the author’s point of view gives the reader another lens from which to examine a text.</p> <p>RI. 4</p> <ul style="list-style-type: none"> ▪ Understand that each topic has domain-specific words ▪ Use a repertoire of strategies for figuring out the meanings of unfamiliar words ▪ Self Monitor, pause, and take action when the meaning of a word is unknown ▪ Understand how authors make deliberate choices with words and phrases to achieve a range of purposes, for ex. create an image, convey a message, set a tone, create a mood. <p>RI.5</p> <ul style="list-style-type: none"> ▪ Understand that texts can include more than one text structure ▪ Attending to text structure helps readers understand the parts of a text and how those parts relate to the whole ▪ Use text structure to find and answer specific questions ▪ Understand that text structure helps organize information and helps identify key ideas ▪ Use understanding of overall text structure to compare/contrast 2 or more texts

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 3	Grade 4	Grade 5
	<p>multiple interpretations depending on each person's point of view</p> <p>In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text, and to reflect their point of view and purpose.</p>	<p>described and influence potential bias</p> <ul style="list-style-type: none"> ▪ Understand that a single event can have multiple interpretations depending on each person's point of view ▪ Compare how first hand and second hand accounts are similar and different in their focus <p>In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text, and to reflect their point of view and purpose</p>	<p>R.6</p> <ul style="list-style-type: none"> ▪ Identify what the author's purpose is (explain, describe, persuade) ▪ Describe or explain how the author feels about a topic or issue ▪ Notice the point of view an author uses and how that point of view influences the ways issues, problems, and events are described and influence potential bias ▪ Understand that a single event can have multiple interpretations depending on each person's point of view <p>In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text, and to reflect their point of view and purpose</p>
Enduring Understanding	<i>Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</i>	<i>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</i>	
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Diagramming Text Features (i.e. labeling text features from a variety of sources such as encyclopedias, websites, magazines) ✓ Explicit instruction of content-specific vocabulary 	<ul style="list-style-type: none"> ✓ Diagramming Text Features (i.e. labeling text features from a variety of sources such as encyclopedias, websites, magazines) ✓ Explicit instruction of content-specific vocabulary 	<p>Using a Graphic Organizer</p> <ul style="list-style-type: none"> ✓ Have students create a graphic organizer to compare/contrast ideas, concepts, cause/effect or information in two or more texts. (Based on information under Literacy Reading Strategies K-5 at

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 3	Grade 4	Grade 5
	<p>✓ Compare/Contrast two or more informational texts on the same topic to determine the use of text features and its impact.</p> <p>Text Structures http://www.somers.k12.ny.us/intranet/reading/questions.html</p> <p>Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers by Alexandra Bluestein <i>Reading Teacher</i>, Apr 2010, Vol. 63 Issue 7, p597-600 provides strategies for focusing comprehension instruction on specific text features in informational text.</p> <p>Guiding Students Through Expository Text With Text Feature Walks Kelley, Michelle J.; Clausen-Grace, Nicki. <i>Reading Teacher</i>, Nov 2010, Vol. 64, p191-195 describes a useful strategy for helping students understand the importance and role of each text features.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>✓ Compare/Contrast two or more informational texts on the same topic to determine the use of text features and its impact.</p> <p>Nonfiction Matters: Reading, Writing and Research in Grades 3-8 by Stephanie Harvey offers teachers the tools to help students understand nonfiction texts as tools for inquiry and understanding.</p> <p>Tools for Teaching Academic Vocabulary, Grades 4-12 by Janet Allen focuses on instruction that makes students <i>insiders</i> with academic vocabulary.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>http://www.ohiorc.org/literacy_k5</p> <p>The book Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8 by Beverly Tyner and Sharon E. Green focuses on strategies for teaching reading to small groups of middle-level students.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 3	Grade 4	Grade 5
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>7. Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>
Content Elaborations	<p>The focus of Integration of Knowledge and Ideas is that graphics and illustrations in informational text provide cues for readers as they read.</p> <p>RI.7</p> <ul style="list-style-type: none"> ▪ Understand that graphics and illustrations support and/or add content to the topic ▪ Graphics serve as a scaffold for text comprehension. ▪ Describe what the illustrations help us understand <p>RI.8</p> <ul style="list-style-type: none"> ▪ With support find the evidence in both text and illustrations that supports the 	<p>The focus of Integration of Knowledge and Ideas is that illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers integrate the knowledge and ideas gathered from multiple sources.</p> <p>RI.7</p> <ul style="list-style-type: none"> ▪ Understand that illustrations enhance the text ▪ Explain or tell how the illustration gives a better understanding than the text alone can give ▪ Understand that illustrations can be used to pull out the key ideas of the text 	<p>The focus of Integration of Knowledge and Ideas is that illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers integrate the knowledge and ideas gathered from multiple sources.</p> <p>RI.7</p> <ul style="list-style-type: none"> ▪ Understand that illustrations enhance the text ▪ Explain or tell how the illustration gives a better understanding than the text alone can give ▪ Understand that illustrations can be used to pull out the key ideas of the text

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
	<p>author’s key point.</p> <p>RI.9</p> <ul style="list-style-type: none"> ▪ With support make text to text connections. ▪ With support use illustrations from two texts to identify similarities and differences. <p>In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.</p>	<p>RI.8</p> <ul style="list-style-type: none"> ▪ Find the evidence in both text and illustrations that supports the author’s key point. ▪ With support identify how an author’s key points may be opinions. <p>RI.9</p> <ul style="list-style-type: none"> ▪ Make text to text connections. ▪ Uses illustrations from two texts to identify similarities and differences. <p>In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.</p>	<p>RI.8</p> <ul style="list-style-type: none"> ▪ Find the evidence in both text and illustrations that supports the author’s key point. ▪ With support describe how an author’s key points may be opinions. <p>RI.9</p> <ul style="list-style-type: none"> ▪ Make text to text connections using important points from two texts. <p>In the next grade band, students are expected to describe and explain the way topics in historical, scientific and technical texts connect using language specific to that content.</p>
Enduring Understanding	<i>Integrating knowledge and ideas from informational text expands the knowledge base. Perspectives found in text, which empowers the reader to make informed choices in life.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Begin to make text-to-text connections (identifying similarities and differences) when prompted with statement starters like “I read/saw another book that” or “this part of the book is like...” <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by</p>	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth,</p>

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
Strand	Kindergarten	Grade 1	Grade 2
		Gretchen Owocki, Heinemann: Portsmouth, 2012	2012
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to understand the relationship between image and text, connect an author's point with textual support, and compare two topic-specific texts.</i></p> <p>The focus of Integration of Knowledge and Ideas is for the student to make connections across texts (including illustrations) and investigate similar themes and topics across texts.</p> <p>RI.7</p> <ul style="list-style-type: none"> Integrate information in the text and illustrations to describe key events 	<p><i>In the previous grade band, students were expected to understand the relationship between image and text, connect an author's point with textual support, and compare two topic-specific texts.</i></p> <p>The focus of Integration of Knowledge and Ideas is to further develop the student's ability to make connections across texts, determine an author's purpose, provide evidence that supports that purpose and investigate similar themes and topics across texts.</p>	<p><i>In the previous grade band, students were expected to understand the relationship between image and text, connect an author's point with textual support, and compare two topic-specific texts.</i></p> <p>The focus of Integration of Knowledge and Ideas topic is for readers to make connections across texts, to identify the evidence the author uses to support that purpose and to investigate similar themes and topics across multiple texts. The ability to access, use and synthesize information from multiple sources enhances the understanding of a topic and expands learning.</p>

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
	<p>RI.8 Refer to Standard</p> <p>RI.9</p> <ul style="list-style-type: none"> Make text to text connections on both important parts and key details in the text. <p>In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade and to analyze one author’s treatment of a topic to another’s.</p>	<p>RI.7</p> <ul style="list-style-type: none"> Integrate information from multiple visual and print sources to increase understanding of the content <p>R.8 Refer to Standard</p> <p>R.9 Refer to Standard</p> <p>In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade and to analyze one author’s treatment of a topic to another’s.</p>	<p>RI.7</p> <ul style="list-style-type: none"> Integrate information from multiple visual and print sources to increase understanding of the content. Use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. <p>RI.8</p> <ul style="list-style-type: none"> Identify multiple points in a text and different reasons and evidence to support those points. <p>RI.9 Refer to Standard</p> <p>In the next grade, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade, and to use comparative analysis to examine how multiple authors treat a topic.</p>
Enduring Understanding	<i>Integrating knowledge and ideas from informational text expands the student’s knowledge base and perspective.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Create a visual or graphic organizer to compare and contrast information presented about a topic from two different sources. KWL (What I Know, What I Want to learn, What I Learned) 	<ul style="list-style-type: none"> ✓ Create a visual or graphic organizer to compare and contrast information presented about a topic from two different sources. KWL (What I Know, What I Want to learn, What I Learned) 	Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller (Stenhouse, 2005) discusses ways to build centers that allow students to work together on the skills of reading, writing, speaking and

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
	<p>I-charts http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html</p> <p>A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades by Georgia Heard and Jennifer McDonough (Stenhouse, 2009) provides strategies for turning classrooms into places of wonder and inquiry in which the reading and writing of nonfiction is encouraged.</p> <p>Double Entry Journals http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>✓ Compare/Contrast information found in illustrations vs. written text</p> <p>What Teachers Need to Know About the "New" Nonfiction by Gill, Sharon Ruth. <i>Reading Teacher</i>, December 2009, Vol. 63 Issue 4, p260-267 includes strategies for teaching and criteria for selection nonfiction.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>listening. The book includes practical strategies for setting up literacy centers that are rigorous enough for intermediate students. Chapter 8: Content-Area Work Stations.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p> <p>Out of Order Activity Take a paragraph or section of text from a novel, reading story, curriculum textbook, etc. Divide it into individual sentences, placing them on sentence strips. Hand the strips out to individual students and have them work together to place them back into sequence, giving a rationale for why each was placed where it was. Having students provide this justification encourages higher-order thinking skills.</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Content Elaborations	<p>The focus of Range of Reading and Level of Text Complexity is to build a foundation of knowledge of informational texts in history/social studies, science, and other disciplines to give students the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Have access to grade-appropriate instructional and independent informational text ▪ Exposure to complex texts and close reading through read aloud, scaffolding and other strategies across all content areas ▪ Access different print and electronic sources <p>In the next grade band, students will be</p>	<p>The focus of Range of Reading and Level of Text Complexity is to build a foundation of knowledge of informational texts in history/social studies, science, and other disciplines to give students the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Read informational text at increasing levels of difficulty and complexity that represent a range of styles and genres ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources ▪ Use real world application of texts for specific and authentic purposes <p>In the next grade band, students will be</p>	<p>The focus of the Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate text to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</p> <p>By reading informational texts in history/social studies, science, and other disciplines to give students the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is</p>

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
	asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.	asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.	<p>structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>They use ideas gathered from texts with more complex literary and informational structures and content.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Read informational text at increasing levels of difficulty and complexity that represent a range of styles and genres ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources ▪ Use real world application of texts for specific and authentic purposes <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>
Enduring Understanding	<i>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality and increasingly challenging informational texts.</i>		<i>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex</i>

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Kindergarten	Grade 1	Grade 2
			<i>informational texts. They must begin to read widely and deeply from among a broad range of high-quality, challenging text and develop the "skill, concentration, and stamina" to read these texts independently and proficiently.</i>
Instructional Strategies and Resources	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Model Reading Recursive Strategies:</p> <ul style="list-style-type: none"> ▪ Assimilating prior knowledge ▪ Rereading to clarify information ▪ Seeking meaning of unknown words ▪ Making and revising predictions ▪ Making connections and responding to text ▪ Drawing conclusions <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Content Elaborations	<p>The focus of the Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate text to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</p> <p>By reading informational texts in history/social studies, science, and other disciplines to give students the background</p>	<p>The focus of the Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate text to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</p> <p>By reading informational texts in history/social studies, science, and other disciplines to give students the background to be better readers</p>	<p>The focus of the Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate text to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</p> <p>By reading informational texts in history/social studies, science, and other disciplines to give students the background to be better readers</p>

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
	<p>to be better readers in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>They use ideas gathered from texts with more complex literary and informational structures and content.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>They use ideas gathered from texts with more complex literary and informational structures and content.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>in all content areas. Students can only gain this foundation when the curriculum is structured intentionally and coherently to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p> <p>They use ideas gathered from texts with more complex literary and informational structures and content.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes
Enduring Understanding	<i>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational</i>	<i>Integrating knowledge and ideas from informational text expands the knowledge base and perspective found in text and empowers readers to make informed choices in life.</i>	

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
	<i>texts.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Explicit content vocabulary instruction ✓ Guided reading of selected texts ✓ Read Aloud with structured questions ✓ Reading Response Journal <p><u>The Importance of Reading Widely</u> by Reading Rockets (2010) provides rationale for wide reading across genres.</p> <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Explicit content vocabulary instruction ✓ Guided reading of selected texts with embedded think alouds ✓ Read Aloud with structured questions ✓ Reading Response Journal including visual representations based on connections <p><u>Tools for Teaching Content Literacy</u> by Janet Allen provides a flip chart of research-based activities with graphic organizers and classroom vignettes included to help teachers address nonfiction across the content areas.</p> <p><u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Using Metacognition to Comprehend Text.</p> <ul style="list-style-type: none"> ✓ To help students comprehend informational texts, encourage them to think metacognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty with the way a concept is presented, encourage them to follow these strategies in their thinking: <ol style="list-style-type: none"> 1. Identify where the difficulty occurs 2. Identify what the difficulty is 3. Restate the difficult sentence or passage in their own words 4. Look back through the text 5. Look forward in the text for information that might help them resolve the difficulty <p><u>35 Strategies for Guiding Readers through Informational Texts</u> by Barbara Moss and Virginia S. Loh is a practical resource that provides the what, why and how of strategies for using informational text in the classroom.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities</p>

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Grade 3	Grade 4	Grade 5
			<p>can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING FOUNDATIONAL SKILLS

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

READING: FOUNDATIONAL SKILLS <i>Print Concepts</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lower-case letters of the alphabet</p>	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
Content Elaborations	<p>Students understand Print Concepts and demonstrate their understanding that print carries meaning by:</p> <ul style="list-style-type: none"> ▪ incorporating the functions of print into play activities (e.g. in pretend play: taking orders from a menu, taking messages from phone calls); ▪ showing an understanding of single 	<p>Students understand Print Concepts and demonstrate their understanding that print carries meaning by:</p> <ul style="list-style-type: none"> ▪ incorporating the functions of print into word play activities. <p>The more readers experience text, the greater their understanding is of its make up</p>	

READING: FOUNDATIONAL SKILLS <i>Print Concepts</i>			
	Kindergarten	Grade 1	Grade 2
	<p>words initially by using environmental print.</p> <p>The more students experience text, the greater their understanding becomes that it is made up of words, letters, spaces between words, has a specific directionality, and that books have a correct position for reading.</p> <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>	<p>(e.g., words are made of letters, spaces between words). These skills are important foundations for reading-comprehension skills that readers will use throughout their lives. Students will also understand how a sentence is organized.</p> <p>In the next grade band, students will be asked to read, comprehend and use ideas gathered from texts with more complex literary and informational structures and content.</p>	
Enduring Understanding	<i>Understanding of print features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</i>		
Instructional Strategies and Resources	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012	The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012
Benchmark Indicators/Assessment			

READING: FOUNDATIONAL SKILLS <i>Phonological Awareness</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
Content Elaborations	<p>Phonological Awareness is the ability to hear the sounds of a language independent of meaning. Those sounds include phonemes, rhymes, words, syllables and onset and rime. Children who develop a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in</p>	<p>Phonological Awareness is the ability to hear the sounds of a language independent of meaning. Those sounds include phonemes, rhymes, words, syllables and onset and rime. Children who develop a strong phonological awareness are better able to make sense of how sounds and letters operate in print. Because phonological awareness occurs initially in oral language, it</p>	

READING: FOUNDATIONAL SKILLS <i>Phonological Awareness</i>			
	Kindergarten	Grade 1	Grade 2
	oral language, it is critical to encourage oral language play in classroom activities.	is critical to encourage oral language play in classroom activities.	
Enduring Understanding	<i>Strong phonological awareness supports students in recognizing and decoding printed words and developing the skills that are the foundation for independent reading.</i>		
Instructional Strategies and Resources	<u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012	<u>The Common Core Lesson Book: K-5</u> by Gretchen Owocki, Heinemann: Portsmouth, 2012	
Benchmark Indicators/Assessment			

READING: FOUNDATIONAL SKILLS <i>Phonics and Word Recognition</i>			
	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
Content Elaborations	<p>Phonics is the system by which the sounds in spoken language are represented by the letters in printed language. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate</p>	<p>Phonics is the system by which the sounds in spoken language are represented by the letters in printed language. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to</p>	<p>Phonics is the system by which the sounds in spoken language are represented by the letters in printed language. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to</p>

READING: FOUNDATIONAL SKILLS <i>Phonics and Word Recognition</i>			
	Kindergarten	Grade 1	Grade 2
	<p>goal being to get to the meaning of the text.</p> <p>The National Reading Panel (2000) advocates systematic phonics instruction as part of a balanced program of reading instruction. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter sound correspondences; use affixes appropriately; and sound out unfamiliar multi-syllable words using that knowledge.</p>	<p>get to the meaning of the text.</p> <p>The National Reading Panel (2000) advocates systematic phonics instruction as part of a balanced program of reading instruction. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter sound correspondences; use affixes appropriately; and sound out unfamiliar multi-syllable words using that knowledge.</p>	<p>the meaning of the text.</p> <p>The National Reading Panel (2000) advocates systematic phonics instruction as part of a balanced program of reading instruction. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words, with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter sound correspondences; use affixes appropriately; and sound out unfamiliar multi-syllable words using that knowledge.</p>
Enduring Understanding	<i>Learning to recognize and decode printed words develops the skills that are the foundation for independent reading.</i>		
Instructional Strategies and Resources	<p><u>Words Their Way Resources</u> by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation (description from the publisher).</p> <p><u>Word Matters: Teaching Phonics and Spelling in the Reading/Writing</u></p>	<p><u>Words Their Way Resources</u> by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation (description from the publisher).</p> <p><u>Word Matters: Teaching Phonics and Spelling in the Reading/Writing</u></p>	<p><u>Words Their Way Resources</u> by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation (description from the publisher).</p> <p><u>Word Matters: Teaching Phonics and Spelling in the Reading/Writing</u></p>

READING: FOUNDATIONAL SKILLS <i>Phonics and Word Recognition</i>			
	Kindergarten	Grade 1	Grade 2
	<p>Classroom by Gay Su Pinnell and Irene C. Fountas (Heinemann, 2002) provides the foundation for word study, focuses on the interconnectedness of the reading/writing process and provides specific strategies and lessons.</p> <p>Fundations, Wilson Language Basics for K-3</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Classroom by Gay Su Pinnell and Irene C. Fountas (Heinemann, 2002) provides the foundation for word study, focuses on the interconnectedness of the reading/writing process and provides specific strategies and lessons.</p> <p>Fundations, Wilson Language Basics for K-3</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>Classroom by Gay Su Pinnell and Irene C. Fountas (Heinemann, 2002) provides the foundation for word study, focuses on the interconnectedness of the reading/writing process and provides specific strategies and lessons.</p> <p>Fundations, Wilson Language Basics for K-3</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: FOUNDATIONAL SKILLS Phonics and Word Recognition			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words</p> <p>d. Read grade appropriate irregularly spelled words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowels and vowel teams, consonant sound variants, common prefixes and suffixes and have begun to self-correct when reading.</i></p> <p>The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning as a means to more fluid reading and increased comprehension.</p> <p>Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English are derived from Latin</p>	<p><i>In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowels and vowel teams, consonant sound variants, common prefixes and suffixes and have begun to self-correct when reading.</i></p> <p>The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension.</p> <p>Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English are derived from Latin and</p>	<p><i>In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowels and vowel teams, consonant sound variants, common prefixes and suffixes and have begun to self-correct when reading.</i></p> <p>The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension.</p> <p>Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English are derived from Latin and</p>

READING: FOUNDATIONAL SKILLS Phonics and Word Recognition			
	Grade 3	Grade 4	Grade 5
	and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.	Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences/discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.	Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences/discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words. These skills should be mastered by the end of Fifth Grade.
Enduring Understanding	<i>Words create impressions, images and expectations. Recognizing and reading words, their inflections, and roots, can transform the world.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Word Sorts (e.g. sort by affix) ✓ Identifying and "chunking" by syllables ✓ Word Study with focus on derivation <p>Words Their Way Resources by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation (description from the publisher).</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<ul style="list-style-type: none"> ✓ Word Sorts (e.g. sort by affix) ✓ Identifying and "chunking" by syllables ✓ Word Study with focus on derivation ✓ Structural Analysis Charts - word sorts according to affixes/word types/antonyms/synonyms etc... ✓ Explicit instruction in spelling based on both common spelling rules as well as derivatives <p>Words Their Way Resources by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation</p>	<ul style="list-style-type: none"> ✓ Word Sorts (e.g. sort by affix) ✓ Identifying and "chunking" by syllables ✓ Word Study with focus on derivation ✓ Structural Analysis Charts - word sorts according to affixes/word types/antonyms/synonyms etc... ✓ Explicit instruction in spelling based on both common spelling rules as well as derivatives <p>Words Their Way Resources by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2011) offers spelling and vocabulary knowledge that grow primarily through processes of derivation (description</p>

READING: FOUNDATIONAL SKILLS Phonics and Word Recognition			
	Grade 3	Grade 4	Grade 5
	<p>Foundations, Wilson Language Basics for K-3</p> <p>Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom by Gay Su Pinnell and Irene C. Fountas (Heinemann, 2002) provides the foundation for word study, focuses on the interconnectedness of the reading/writing process and provides specific strategies and lessons.</p>	<p>(description from the publisher).</p> <p>Spelling in Parts (Multi-Syllable Words) http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-parts-learning-spell-1115.html</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>	<p>from the publisher).</p> <p>Spelling in Parts (Multi-Syllable Words) http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-parts-learning-spell-1115.html</p> <p>The Common Core Lesson Book: K-5 by Gretchen Owocki, Heinemann: Portsmouth, 2012</p>
Benchmark Indicators/Assessment			

READING: FOUNDATIONAL SKILLS *Fluency*

	Kindergarten	Grade 1	Grade 2
Standard Statements	4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Content Elaborations	<p>Phonics and Fluency are recognized as two of the main components in the teaching of reading. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.</p> <p>In the next grade band, students read grade-level text with the fluency and accuracy to support comprehension of text.</p>	<p>Fluency is the seamless reading of text (either aloud or silently). Students are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, expressive, automatic). Students benefit from multiple opportunities to read independent grade-level text.</p> <p>Phonics and Fluency are recognized as two of the main components in the teaching of reading. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. Fluent readers are able to focus their attention on the meaning of the text.</p> <p>In the next grade band, students read</p>	<p>Fluency is the seamless reading of text (either aloud or silently). Students are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, expressive, automatic). Students benefit from multiple opportunities to read independent grade-level text.</p> <p>Phonics and Fluency are recognized as two of the main components in the teaching of reading. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. Fluent readers are able to focus their attention on the meaning of the text.</p> <p>In the next grade band, students read</p>

READING: FOUNDATIONAL SKILLS *Fluency*

	Kindergarten	Grade 1	Grade 2
		grade-level text with fluency and accuracy to support their comprehension of text.	grade-level text with fluency and accuracy to support their comprehension of text.
Enduring Understanding	<i>Fluency helps the reader process language for meaning and enjoyment.</i>		
Instructional Strategies and Resources	<p>Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.</p> <ul style="list-style-type: none"> ✓ Reader’s Theater ✓ Paired Reading ✓ Echo Reading ✓ Choral Reading <p><u>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School</u> by Timothy V. Rasinski and Nancy D. Padak (Allyn and Bacon, 2007)</p>	<p>Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.</p> <ul style="list-style-type: none"> ✓ Reader’s Theater ✓ Paired Reading ✓ Echo Reading ✓ Choral Reading <p><u>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School</u> by Timothy V. Rasinski and Nancy D. Padak (Allyn and Bacon, 2007)</p>	<p>Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency.</p> <ul style="list-style-type: none"> ✓ Reader’s Theater ✓ Paired Reading ✓ Echo Reading ✓ Choral Reading <p><u>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School</u> by Timothy V. Rasinski and Nancy D. Padak (Allyn and Bacon, 2007)</p> <p><u>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</u> by Timothy V. Rasinski (Scholastic, 2008)</p>
Benchmark Indicators/Assessment			

READING: FOUNDATIONAL SKILLS *Fluency*

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to read grade-appropriate text with purpose and understanding and self-correct reading when miscues were made.</i></p> <p>The focus of Fluency is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). In addition, readers benefit from multiple opportunities to read independent grade-level text.</p> <p>In subsequent grade bands, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. Please note that Foundational Skills are not addressed in the Upper Grade Bands.</p>	<p><i>In the previous grade band, students were expected to read grade-appropriate text with purpose and understanding and self-correct reading when miscues were made.</i></p> <p>The focus of Fluency is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text.</p> <p>In subsequent grade bands, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. Please note that Foundational Skills are not addressed in the Upper Grade Bands.</p>	<p><i>In the previous grade band, students were expected to read grade-appropriate text with purpose and understanding and self-correct reading when miscues were made.</i></p> <p>The focus of Fluency is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text.</p> <p>In subsequent grade bands, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. Please note that Foundational Skills are not addressed in the Upper Grade Bands.</p>

READING: FOUNDATIONAL SKILLS *Fluency*

	Grade 3	Grade 4	Grade 5
Enduring Understanding	<i>Fluency helps the reader process language for meaning and enjoyment.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Guided Reading ✓ Read Aloud/Modeling ✓ Partner Reading ✓ Reader’s Theatre ✓ Echo Reading <p><u>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</u> by Timothy V. Rasinski (Scholastic, 2008) provides specific strategies to help students improve their fluency skills.</p> <p>Choral Reading: http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html</p> <ul style="list-style-type: none"> ✓ Paired Reading Two readers of different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from Paired Reading by Keith Topping.) <p><u>Readers’ Theater: A Process of Developing Fourth-Graders’ Reading Fluency</u> by Rachel Clark, Timothy Morrison and Brad Wilcox. <i>Reading</i></p>	<ul style="list-style-type: none"> ✓ Guided Reading ✓ Read Aloud/Modeling ✓ Partner Reading ✓ Reader’s Theatre ✓ Echo Reading <p><u>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</u> by Timothy V. Rasinski (Scholastic, 2008) provides specific strategies to help students improve their fluency skills.</p> <p>Choral Reading: http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html</p> <ul style="list-style-type: none"> ✓ Paired Reading Two readers of different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from Paired Reading by Keith Topping.) <p><u>Readers’ Theater: A Process of Developing Fourth-Graders’ Reading Fluency</u> by Rachel</p>	<ul style="list-style-type: none"> ✓ Guided Reading ✓ Read Aloud/Modeling ✓ Partner Reading ✓ Reader’s Theatre ✓ Echo Reading <p><u>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</u> by Timothy V. Rasinski (Scholastic, 2008) provides specific strategies to help students improve their fluency skills.</p> <p>Choral Reading: http://www.readwritethink.org/profession al-development/strategy-guides/choral-reading-30704.html</p> <ul style="list-style-type: none"> ✓ Paired Reading Two readers of different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from Paired Reading by Keith Topping.) <p><u>Readers’ Theater: A Process of</u></p>

READING: FOUNDATIONAL SKILLS *Fluency*

	Grade 3	Grade 4	Grade 5
	<p><i>Psychology</i>, Jul/Aug2009, Vol. 30 Issue 4, p359-385 provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.</p> <p>Reader's Theater Study Guide http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html</p>	<p>Clark, Timothy Morrison and Brad Wilcox. <i>Reading Psychology</i>, Jul/Aug2009, Vol. 30 Issue 4, p359-385 provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.</p> <p>Reader's Theater Study Guide http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html</p>	<p><i>Developing Fourth-Graders' Reading Fluency</i> by Rachel Clark, Timothy Morrison and Brad Wilcox. <i>Reading Psychology</i>, Jul/Aug2009, Vol. 30 Issue 4, p359-385 provides research-based information about the effectiveness of reader's theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.</p> <p>Reader's Theater Study Guide http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html</p>
Benchmark Indicators/Assessment			

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

- [CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

- [CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WRITING: INTRODUCTION K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

WRITING: TEXT TYPES AND PURPOSES			
	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
Content Elaborations	<p>Early writers begin to experiment with the Text Types and Purposes from the very beginning. They use print to represent their ideas in the forms of drawing, scribbling and labeling. Student writers begin to explore mentor texts for the reading and writing</p>	<p>As student writers experiment with Text Type and Purposes, through the help of mentor texts they develop the understanding that writing is affected by the context of audience, purpose, genre and craft. Writing is a tool for learning that makes content</p>	<p>Student writers continue to develop an understanding of Text Types and Purposes. They use writing as a tool for thinking about opinions, investigating and conveying information and expressing real or imagined experiences. Student writers continue learning</p>

WRITING: TEXT TYPES AND PURPOSES

	Kindergarten	Grade 1	Grade 2
	<p>connection in both fictional and information text. Their ideas are best fostered in a literate environment with multiple resources, and technology.</p> <p>In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.</p>	<p>personal and give the writer a means to communicate. Student writers come to understand that authors compose with written and visual text to express opinions convey information and express real or imagined experiences. Their ideas are best fostered in a literate environment with multiple resources, and technology.</p> <p>In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.</p>	<p>about the connection between reading and writing through the use of mentor texts. Their ideas are best fostered in a literate environment with multiple resources, and technology.</p> <p>In the next grade band, student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.</p>
Enduring Understanding	<p><i>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</i></p>		
Instructional Strategies and Resources	<p>Mentor Text: Use mentor texts of various genres to expose student writers to the structures and features of those genres. Facilitate discussions about the features they notice after a trade book has been read aloud. Establish anchor charts that list/illustrate the features/elements of specific genres.</p> <p>About The Authors, Katie Wood Ray, Heineman</p> <p>Guiding K-3 Writers to Independence: The New Essentials by Patricia L. Schareer and Gay Sue Pinnell (Scholastic teaching Resources, 2008).</p> <p>The Common Core Writing Book: Lessons for a Range of Tasks, Purposes, and Audiences K-5 by Gretchen Owocki (Heinemann 2013)</p> <p>Cracking Open the Author's Craft, Lester Laminack, Scholastic</p>		

WRITING: TEXT TYPES AND PURPOSES

	Kindergarten	Grade 1	Grade 2
	<p><u>Mentor Texts, Teaching Writing Through Children’s Literature, K-6,</u> by Kynne Dorfman & Rose cappelli</p> <p><u>But How Do you Teach Writing?</u> by Barry Lane, Scholastic</p> <p><u>Units of Study for Teaching Writing Grades 3-5,</u> Lucy Calkins, Heinemann</p> <p><u>The Writing Workshop</u> by Katie Wood Ray, NCTE</p>		
Benchmark Indicators/Assessment			

WRITING: PRODUCTION AND DISTRIBUTION OF WRITING

	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce</p>	<p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Content Elaborations	<p>With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing.</p> <p>In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this grade level, students are learning to “log on” to programs,</p>	<p>With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions.</p> <p>In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>At this grade level, students are learning to “log on” to programs, computer stations, and hand-held devices and engage with digital media.</p> <p>In the next grade band, students are</p>	<p>With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills.</p> <p>In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.</p> <p>In the next grade band, students are</p>

WRITING: PRODUCTION AND DISTRIBUTION OF WRITING

	Kindergarten	Grade 1	Grade 2
	<p>computer stations, and hand-held devices and engage with digital media.</p> <p>In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.</p>	<p>expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.</p>	<p>expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.</p>
Enduring Understanding	<p><i>Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</i></p>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	Kindergarten	Grade 1	Grade 2
Standard Statements	<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>
Content Elaborations	<p>Kindergarten students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions. Students do this work with prompting and support.</p>	<p>First grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.</p>	<p>Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.</p> <p>At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.</p> <p>In the next grade band, students are expected</p>

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
	Kindergarten	Grade 1	Grade 2
	In the next grade band, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.	In the next grade band, students are expected to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.	to produce texts that reflect planning, organization and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.
Enduring Understanding	<i>Writing is a tool for thinking and problem solving. In order to create new understandings, activation of prior knowledge and engaging in the process of independent and shared inquiry are essential.</i>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: RANGE OF WRITING

	Kindergarten	Grade 1	Grade 2
Standard Statements	10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: *Text Types and Purposes*

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons).</p> <p>d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multimedia when useful to adding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

WRITING: *Text Types and Purposes*

	Grade 3	Grade 4	Grade 5
	<p>narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational plans.</i></p> <p>Student writers use a variety of Text Types and Purposes when composing</p>	<p><i>In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational patterns.</i></p> <p>Writers use a repertoire of strategies to craft Text Types and Purposes. Using these</p>	<p><i>In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational patterns.</i></p> <p>In recognizing the multiple Text Types and Purposes of written text, authors use a repertoire of writing strategies and include</p>

WRITING: *Text Types and Purposes*

	Grade 3	Grade 4	Grade 5
	<p>text. They learn that writing isn't just a way to demonstrate knowledge, but also a way to provide greater content understanding. Student writers use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real and imagined experiences.</p> <p>Strong writers understand the connection between reading and writing, Their ideas are best fostered in a literate environment with multiple resources, and technology. Learning and practicing a variety of organizational writing structures encourages critical thinking and the understanding that writing is a process as well as a product.</p> <p>In the next grade band, students are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre (narrative, expository and persuasive) and its characteristics.</p>	<p>strategies they will make decisions about content based on the structures and purposes for which they are writing. Student writers select structures (narrative, informative or persuasive) use precise language, and choose appropriate tone and style to communicate a point of view and/or purpose to their audience They use writing as a tool for thinking through issues, solving problems, constructing questions, conveying and critiquing information, and expressing real or imagined experiences.</p> <p>Strong writers understand the connection between reading and writing. Their ideas are best fostered in a literate environment with multiple resources, and technology. Learning and practicing a variety of organizational writing structures encourages critical thinking and the understanding that writing is a process as well as a product.</p> <p>In the next grade band, students are expected to produce formal writing in a style that reflects a deep, conceptual understanding of the genre (narrative, expository and persuasive) and its characteristics.</p>	<p>content that supports the composition of specific types of writing. Student writers select structures (narrative, informative or persuasive) use precise language, and choose appropriate tone and style to communicate a point of view and/or purpose to their audience. They use writing as a tool for thinking through issues, solving problems, constructing questions, conveying and critiquing information, and expressing real or imagined experiences.</p> <p>In the next grade band, students are expected to produce formal writing in a style that reflects a deep, conceptual understanding of the genre (narrative, expository and persuasive) and its characteristics.</p>
Enduring Understanding	<p><i>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.</i></p>		

WRITING: *Text Types and Purposes*

	Grade 3	Grade 4	Grade 5
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: Production and Distribution of Writing

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4).</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Content Elaborations	<p><i>In the previous grade band, students developed a basic understanding of the writing process and how technology can be used to enhance and extend that process.</i></p> <p>Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.</p>	<p><i>In the previous grade band, students developed a basic understanding of the writing process and how technology can be used to enhance and extend that process.</i></p> <p>Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.</p> <p>Students should develop revising and editing</p>	<p><i>In the previous grade band, students developed a basic understanding of the writing process and how technology can be used to enhance and extend that process.</i></p> <p>Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.</p> <p>Students should develop revising and editing</p>

WRITING: *Production and Distribution of Writing*

	Grade 3	Grade 4	Grade 5
	<p>Students should develop revising and editing skills In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Third grade students are required to use keyboarding skills to publish their writing.</p> <p>In the next grade band, students are expected to continue development of a cohesive writing style that reflects a full range of the writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.</p>	<p>skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>At this grade level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fourth grade students are required to be proficient in keyboarding skills (typing at least one page in a single setting).</p> <p>In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.</p>	<p>skills In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).</p> <p>Students in fifth grade are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).</p> <p>In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of the writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.</p>
Enduring Understanding	<i>Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.</i>		
Instructional			

WRITING: *Production and Distribution of Writing*

	Grade 3	Grade 4	Grade 5
Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: *Research to Build and Present Knowledge*

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
Content Elaborations	<p><i>In the previous grade band, students used prior knowledge and focused searches to collaboratively research topics.</i></p> <p>Third grade students are required to</p>	<p><i>In the previous grade band, students used prior knowledge and focused searches to collaboratively research topics.</i></p> <p>Fourth grade students are required to</p>	<p><i>In the previous grade band, students used prior knowledge and focused searches to collaboratively research topics.</i></p> <p>Fifth grade students are required to research a</p>

WRITING: *Research to Build and Present Knowledge*

	Grade 3	Grade 4	Grade 5
	<p>expand upon the shared research experience in grade 2 by researching a topic on their own. In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.</p> <p>At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes. Third grade students need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.</p> <p>In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to</p>	<p>research a topic through investigation of the topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.</p> <p>Students learn how to locate information from print and digital resources as well as to integrate information from their own experiences. They take notes and organize their information into categories and list the sources they used.</p> <p>Fourth grade students use strategies for reading literary and information text as they investigate topics.</p> <ul style="list-style-type: none"> When reading literary texts, fourth grade students have to refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work). Students continue to determine a theme and expand this work to other genres. They are required to refer to the text to describe various story elements. 	<p>topic through investigation of the topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.</p> <p>Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. A list of sources they used should be included. At this level, students take notes, organize their information into categories, and list their sources.</p> <p>Fifth grade students use strategies for reading literary and information text as they investigate topics:</p> <ul style="list-style-type: none"> When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events. When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that

WRITING: *Research to Build and Present Knowledge*

	Grade 3	Grade 4	Grade 5
	<p>specific works of literature or to address a particular topic.</p>	<ul style="list-style-type: none"> When reading informational texts, fourth grade students must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject. <p>In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.</p>	<p>demonstrates knowledge of the subject.</p> <p>In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific words of literature or to address a particular topic.</p>
Enduring Understanding	<i>Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</i>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: *Range of Writing*

	Grade 3	Grade 4	Grade 5
Standard Statements	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.	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.	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.
Content Elaborations	<p>Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p> <p>In the next grade band, students are expected to 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.</p>	<p>Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p> <p>In the next grade band, students are expected to 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.</p>	<p>Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.</p> <p>In the next grade band, students are expected to 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.</p>
Enduring Understanding	<i>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</i>		
Instructional Strategies and Resources			

WRITING: *Range of Writing*

	Grade 3	Grade 4	Grade 5
Benchmark Indicators/Assessment			

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

- [CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-Literacy.CCRA.SL.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- [CCSS.ELA-Literacy.CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING: <i>Comprehension and Collaboration</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

SPEAKING AND LISTENING: <i>Comprehension and Collaboration</i>			
	Grade 3	Grade 4	Grade 5
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

SPEAKING AND LISTENING: <i>Presentation of Knowledge and Ideas</i>			
	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or theme; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.</p>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

- [CCSS.ELA-Literacy.CCRA.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- [CCSS.ELA-Literacy.CCRA.L.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.CCRA.L.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- [CCSS.ELA-Literacy.CCRA.L.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.CCRA.L.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE: CONVENTIONS OF STANDARD ENGLISH

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjective within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas add quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>

LANGUAGE: CONVENTIONS OF STANDARD ENGLISH

	Grade 3	Grade 4	Grade 5
	<p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

LANGUAGE: KNOWLEDGE OF LANGUAGE

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

LANGUAGE: VOCABULARY ACQUISITION AND USE

	Grade 3	Grade 4	Grade 5
Standard Statements	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical</p>

LANGUAGE: VOCABULARY ACQUISITION AND USE

	Grade 3	Grade 4	Grade 5
	<p>believed, suspected, heard, wondered).</p> <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
Content Elaborations			
Enduring Understanding			
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The K–12 standards contained within this curriculum guide define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- [CCSS.ELA-Literacy.CCRA.R.9](#) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

READING: LITERATURE INTRODUCTION 6-8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING: LITERATURE <i>Key Ideas and Details</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.</i></p> <p>The focus of Key Ideas and Details is the understanding of the key elements of literary analysis. The use of specific evidence from text to enhance</p>	<p><i>In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.</i></p> <p>The focus of Key Ideas and Details is the understanding that readers use tools to analyze literary text and strengthen their comprehension and critical thinking skills.</p>	<p><i>In the previous grade band, students were expected to refer to the text for confirmation of plot details and determination of theme.</i></p> <p>The focus of Key Ideas and Details is the understanding that readers use tools to analyze literary text and strengthen their comprehension and critical thinking skills.</p>

READING: LITERATURE *Key Ideas and Details*

	Grade 6	Grade 7	Grade 8
	<p>comprehension of these elements is crucial. The analysis of text, or separating text into parts for individual study, helps students in identifying key ideas and details of text.</p> <p>RL.1</p> <ul style="list-style-type: none"> In the sixth grade, students should begin to deepen their understanding of the difference between explicit (clearly expressed or defined) text evidence as opposed to an inference (a conclusion arrived at from logical reasoning) used as text evidence. <p>RL.2</p> <ul style="list-style-type: none"> Students will understand the key elements of literary analysis and use these tools to support their understandings with specific details from the text. <p>In the next grade band, students are expected to be able to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements and understand that the author conveys his or her message through characters.</p>	<p>RL.1 Refer to Standard</p> <p>RL.2/3</p> <ul style="list-style-type: none"> When analyzing text or separating text into parts for individual study, readers should look at different literary elements individually and identify their relationship to each other. How the literary elements work together (e.g., how setting influences plot) and how characters respond to these elements is information that readers should know and monitor through their close reading of the text. Readers analyze how the elements of plot and setting affect characters and how characters struggle with and resolve conflicts throughout the plot. This analysis enables the reader to infer (draw a general conclusion from information that is given) the overall theme of the plot. <p>In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements and understand that the author conveys his or her message through characters.</p>	<p>RL.1</p> <ul style="list-style-type: none"> The emphasis for grade 8 is still on citing text evidence in order to analyze text, the evidence itself is the primary focus. Choosing the best evidence as well as knowing why the evidence is the best now becomes the focus. <p>RL.2/3</p> <ul style="list-style-type: none"> They analyze how the elements of setting and plot affect characters. They are able to support their understandings with specific details from the text. This analysis enables readers to infer (draw a conclusion arrived at from logical reasoning) the overall theme of the text. <p>In the next grade band, students are expected to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.</p>
Enduring	<i>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the</i>		

READING: LITERATURE *Key Ideas and Details*

	Grade 6	Grade 7	Grade 8
Understanding	<i>world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.</i>		
Instructional Strategies and Resources	<p>✓ Using Textual Evidence As students read a story or trade book, have them cite textual evidence on a graphic organizer of how a character changes through major events. Examining the completed organizer can help them determine the theme of the text rather than the main idea. One example of this may be noting themes of several fairy tales and looking for commonality.</p> <p>✓ Spotlight on... Literary Elements by Tara McCarthy, Scholastic, New York, NY, 2004. This book covers literary elements such as character, figurative language, foreshadowing and flashback, plot, point of view, setting, theme, tone and mood. This anthology includes 4-6 engaging stories, poems or plays perfect for teaching specific literary elements. Its teaching guide includes mini-lessons, graphic organizers, student-reproducible items and great activity ideas.</p> <p>Teaching Literary Elements with Picture Books: Grades 4-8 by Van Zile, Susan and Mary Napoli. Scholastic, New York, NY, 2009. This book provides multiple strategies to teach literary</p>	<p>✓ Making Predictions When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a "What I Think Will Happen and Why I Think So" format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions.</p> <p>✓ Webbing Have students compose research questions about the time period of a piece of text, finding resources (print and digital) to answer their questions. Students can enter their information on a semantic web that can be displayed on a bulletin board that depicts how the events of the time might have shaped the plot and/or characters in the text. This map can then be used to guide students in writing summaries of the time period.</p> <p>✓ Book Trailer After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students</p>	<p>✓ Graphic Organizers Use graphic organizers such as a herringbone pattern or semantic web to show connections between explicit facts and how they can be connected to make inferences. Work backwards so that students brainstorm and/or identify details first and then decide on a main idea.</p> <p>✓ Finding the Theme Make copies of the reading so that students can write in the margins and highlight text portions to show what characters are saying or doing that is directly related to the central theme of the text. Students must be prepared to support and defend their choices.</p> <p>✓ Double-Entry Journal Use a double-entry journal to have students write quotes or short episodes that show a character's particular thinking, action, response, or problem. The students then write a personal reflection, question, or connection that relates to the character. Students then share their journal entry with a partner to analyze further the actions, etc. of the character.</p> <p>50 Literacy Strategies: Step-by-Step by Gail Tompkins. Merrill/Prentice Hall, Upper</p>

READING: LITERATURE *Key Ideas and Details*

	Grade 6	Grade 7	Grade 8
	<p>elements such as point of view, voice, irony, theme, metaphor and simile. For each literary element, a detailed picture-book-based lesson is given. Picture books are carefully chosen.</p>	<p>to read it. The book trailer incorporates technology because students produce a video or slide show with sound. The book trailer should contain information such as themes, plot events, characters, settings and genres.</p> <p><u>Max Teaching with Reading and Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring New Skills</u> by Forget, Mark, MAX Teaching, Inc. Portsmouth, VA, 2004. This professional title briefly describes strategies, gives step-by-step instructions, and includes student-sample responses and teacher-created materials. Some pages with fiction strategies include 131, 147, 156 and 163.</p> <p><u>Using the RAFT Strategy (Nancy Vandervanter 1982).</u> RAFT is an acronym for Role, Audience, Format and Topic. Using this strategy, students will examine the role of the writer, the audience, the format and the topic prior to writing. This activity can be used across the curriculum with either nonfiction or fiction. Examples are:</p> <ul style="list-style-type: none"> ✓ Nonfiction – Role: Scientist Audience: oil company Format: Speech Topic: establishing laws to protect wildlife habitats. ✓ Fiction – 	<p>Saddle River, NH, 2008. Specific strategies and actions for developing literacy understanding.</p>

READING: LITERATURE *Key Ideas and Details*

	Grade 6	Grade 7	Grade 8
		<p>Role: Cinderella Audience: owner of the ballroom Format: Letter Topic: complimenting the beauty of the ballroom.</p> <p>For more information, visit www.readingquest.org and click on <i>Strategies</i>.</p> <p><u>Strategies that Work: Teaching Comprehension to Enhance Learning</u> by Harvey, Stephanie and Anne Goudvis. Stenhouse Publishers, York, ME, second edition 2007. This is a seminal resource text for intermediate and middle school classroom teachers for reading strategies.</p> <p><u>Reading Reminders: Tools, Tips, and Techniques</u> by Burke, Jim. Heinemann Publishing, Portsmouth, NH, 2000. This resource for teachers contains multiple approaches to teach strategies. It is complete with tools and techniques on implementation.</p>	
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>

READING: LITERATURE <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
Content Elaborations	<p><i>In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students also were expected to know how point of view and language influence events in text.</i></p> <p>The focus of Craft and Structure is the understanding that readers create meaning by identifying and understanding author's craft.</p> <p>RL.4</p> <ul style="list-style-type: none"> Emphasis also should be placed on the analysis of text to determine why the author's words were chosen, the effect that the words have on the reader and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words figurative, connotative and tone. From grade 5, students should be familiar with figurative language, language enriched by word images and figures of speech. Students also should be familiar with the definition of a word's connotative meaning (feelings associated with words) and tone (the author's attitude toward his or her subject). 	<p><i>In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students also were expected to know how point of view and language influence events in text.</i></p> <p>The focus of Craft and Structure is the understanding that readers create meaning by identifying and understanding author's craft.</p> <p>RL.4</p> <ul style="list-style-type: none"> Students use analytical skills as they clarify figurative and connotative meanings and analyze the impact of literary devices and techniques on poetry, stories and dramas <p>RL.5</p> <ul style="list-style-type: none"> Students understand that the structure and language of literary text varies according to the needs of the story. Different genres of literature make use of different text structures. Whereas a mystery story may withhold the plot narration until later in the story, a play may make use of a soliloquy early on to cue the reader into the plot. Readers analyze how the structure of a drama or poem affects meaning. 	<p><i>In the previous grade band, students were expected to know and understand an author's use of figurative language as well as explain the structure of a particular genre. Students were also expected to know how point of view and language influence events in text.</i></p> <p>The focus of Craft and Structure is the understanding that readers create meaning by identifying and understanding author's craft.</p> <p>RL.4</p> <ul style="list-style-type: none"> Readers also extend meaning by analyzing the impact of an author's word choice including analogies (comparison of similar, familiar things) and allusions (intentional references). <p>RL.5</p> <ul style="list-style-type: none"> When comparing and contrasting text structures, students will need to define an author's style or distinctive manner of expression. <p>RL.5</p> <ul style="list-style-type: none"> An author can distinguish himself by his/her use of language (heavy or nonuse of figurative language), literary elements (an explosive resolution) and/or literary techniques (use of flashback and foreshadowing).

READING: LITERATURE *Craft and Structure*

	<p>RL.5</p> <ul style="list-style-type: none"> While authors choose words carefully to convey the intended message and assist readers in making meaning, readers recognize how text structure contributes to the development of literary elements. A plot's structure is the way in which the literary elements are put together. Students should know that the structure of text changes according to the needs of the story. <p>RL.6</p> <ul style="list-style-type: none"> As well as the analysis of how language fits into the structure of a text and contributes to the ideas of the text, determining point of view and explaining how an author uses point of view to his or her advantage also are important understandings for students. If a story is told from the narrator's point of view, it is usually told in first person. When using first-person point of view, the author will make use of first- person nouns and pronouns. In poetry, the speaker of the poem is usually, but not always, speaking for him or herself. In this case, personal feelings and thoughts are revealed in first person. <p>In the next grade band, students are expected to understand the impact of an</p>	<p>RL.6 Refer to Standard</p> <p>In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.</p>	<p>RL.6</p> <ul style="list-style-type: none"> An author's use of point of view can also create different effects. <p>In the next grade band, students are expected to understand the impact of an author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.</p>
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READING: LITERATURE <i>Craft and Structure</i>			
	<p>author's use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author's point of view.</p>		
Enduring Understanding	<p><i>Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</i></p>		
Instructional Strategies and Resources	<p>✓ Using Textual Evidence Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot. They also distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p> <p>Scholastic Book of Idioms by Terban, Marvin. (Scholastic, New York, NY, 2006 rev.) This book provides vivid, amusing examples that include sample sentences and illustrations. Many English Language Learners and students who struggle with inference will benefit from exploring the examples.</p> <ul style="list-style-type: none"> • "Paint by Idioms," an interactive idiom game, can be found at: www.funbrain.com/idioms/ • Students can practice working with idioms and their definitions at the interactive website www.idiomsite.com • Students learning about idioms can work with the interactive "Eye on Idioms" at: 	<p>✓ Illustrating Figurative Language Students select poetic phrases from a story or recording (e.g., Dylan Thomas' A Childhood Christmas in Wales). Students examine the figurative language in the poem including analogies, sensory imagery, tone and mood. For example, Thomas' story uses creative analogies and effective poetic phrases to create the atmosphere of his childhood in Wales. By creating illustrations of chosen phrases, students can visualize the phrases in a different medium.</p> <p>✓ Compare/Contrast Have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, most fun to read, etc. Invite students to write their own rhyming and free verse poetry pairs to share.</p> <p>Naming the World: A Year of Poems and Lessons by Atwell, Nancy. Heinemann</p>	<p>✓ Independent Learning – Using Resources Students complete this activity independently.</p> <p>Basic: Use a thesaurus to determine synonyms and antonyms. Replace new words and phrases with familiar words and phrases through post-it annotation (e.g., replace gorgeous with pretty, benevolent with kind).</p> <p>Extended: After completing the basic activity, students create a visual depiction of each word as a separate text resource or as post-it annotation. Use the meanings to interpret further how the author intended the reader to feel.</p> <p>✓ Reflection Journal Using poems such as "Stopping by Woods on Snowy Evening" by Robert Frost and "Annabelle Lee" by Edgar Allen Poe, the teacher will model reading the poems aloud and model the thinking process when finished with specific sections of the poem. The teacher will discuss and analyze how the structure of the poem affects the</p>

READING: LITERATURE *Craft and Structure*

	<p>http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html</p> <p>By using this rich lesson resource, students can analyze a variety of poems from online resources, compare the similarities/differences of several poems, build connections between personal experience and literature, and develop an understanding of audience, speaker, narrator and writer, as well as an understanding of mood and theme. Find it at:</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/poet-shoes-performing-poetry-78.html?tab=2#tabs</p> <ul style="list-style-type: none"> • This resource from The Kennedy Center Arts Edge site has students explore the origins of “The Black National Anthem,” originally a poem by James Weldon Johnson entitled <i>Lift Every Voice and Sing</i>. By analyzing the poem’s figurative language, students will come to understand how the poem conveys a sense of hope and unity despite hardship. Students also will learn how the addition of music further enhances the messages of imagery of the poem’s words. Find it at: <p>http://artsedge.kennedy-center.org/educators/lessons/grade-/Lift_Every_Voice_and_Sing.aspx</p>	<p>Publishing, 2006.</p> <p>✓ Annotation Have students read and analyze a poem, drama or narrative by annotating (highlight, circle or underline) specific parts of a piece (finding figurative language, patterns, rhymes, etc.) indicating how these parts affect the meaning. Students work with a partner, small group or independently to analyze and annotate, then come together in a large group to share their understanding of the meaning. Frequent reading and annotating of literature to analyze is a powerful strategy to teach and assess how craft and structure determine meaning.</p>	<p>meaning of a poem. Students will work in pairs or small groups to find poems that are structurally different and then analyze the poems using a graphic organizer. Students will then reflect in their journals about their findings and will share with a partner.</p> <p>✓ “What if…” Paragraph Read aloud a section of a short story that is suspenseful (e.g., <i>The Tell-Tale Heart</i> by Edgar Allan Poe; <i>The Dinner Party</i> by Mona Gardner). After general discussion about the actions of the main characters, have students complete a “What If…” paragraph. Students put themselves into the position of a minor character of the story. As a minor character, what would their thoughts, feelings, actions and conversation have been in the same event? What would each have done? Students should be able to explain their responses either orally or in writing.</p> <p>Poetry Resources Several poetry websites provide information for teachers and students:</p> <ul style="list-style-type: none"> • From the Academy of American Poets, a rich site that provides a poem for every day and many resources related to poetry for students and/or teachers to use as resources, located at: http://www.poets.org/ • From the Poetry Foundation, a website that provides contests, new poetry ideas and links to other interactive resources, located
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READING: LITERATURE <i>Craft and Structure</i>			
			<p>at: http://www.poetryfoundation.org/</p> <ul style="list-style-type: none"> • From the Library of Congress, a website with up-to-date information about poetry, links to many current topics for teachers/students as they explore poetry, and information about current and past Poet Laureates, located at: http://www.loc.gov/poetry/ <p>Responses to Literature: Grades K-8 by Macon, James M., Diane Bewell & Mary Ellen Vogt. International Reading Association, Newark, DE, 1999. This resource offers teachers a variety of approaches for student responses.</p> <p>Stop the Bullying in Life and in Young Adult Literature developed by Jackie Glasgow, Ohio University. The Ohio Resource Center (2010). In this research-based unit, students will learn the characteristics associated with bullying as they analyze the behavior of protagonists in young adult literature. Students will use technology to research anti-bullying programs, create bully-buster brochures, and produce and publish cyber-bully slide presentations. Find it at: http://www.ohiorc.org/adlit/units/units_each.aspx?unitID=3</p>
Benchmark Indicators/Assessment			

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>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.</p> <p>8. (Not applicable to literature)</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.</i></p> <p>The focus of Integration of Knowledge and Ideas is comparing and contrasting texts, including written and other media forms (listening and viewing).</p> <p>RL.7 Refer to Standard</p> <p>RL.9</p> <ul style="list-style-type: none"> ▪ Students must be able to recognize an author’s treatment of themes and 	<p><i>In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.</i></p> <p>The focus of Integration of Knowledge and Ideas is comparing and contrasting texts, including written and other media forms (listening and viewing).</p> <p>RL.7 Refer to Standard</p> <p>RL.9</p> <ul style="list-style-type: none"> ▪ Author’s craft and style also is a focus of this topic. How an author of a fictional 	<p><i>In the previous grade band, students were expected to analyze how multimedia elements contribute to text. Students also were expected to compare and contrast the treatment of similar themes and topics.</i></p> <p>The focus of Integration of Knowledge and Ideas is comparing and contrasting texts, including written and other media forms (listening and viewing).</p> <p>RL.7 Refer to Standard</p> <p>RL.9</p> <ul style="list-style-type: none"> ▪ Students understand how an author makes use of traditional and biblical

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	<p>topics as well as how authors vary their treatments of themes and topics based on the genre of literature. For example, students must be able to state why a particular theme or topic is conveyed better in a narrative as opposed to a poem.</p> <p>In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).</p>	<p>account of an historical fact makes that account come to life depends on word choice, text structure and use of literary techniques.</p> <p>In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (the Bible or a play by Shakespeare).</p>	<p>literature when creating a new work requires an examination of the author's use of literary elements (e.g., updated settings, modern language, modern interpretation).</p> <p>In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).</p>
Enduring Understanding	<i>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.</i>		
Instructional Strategies and Resources	<p>✓ Reflection Journal Use a novel (e.g., The Watson's Go to Birmingham by Curtis, Number the Stars by Lowry) that has an intense action chapter. Students read the chapter on their own and then choose to do one of the following:</p> <ul style="list-style-type: none"> ▪ Using any audio equipment, record their voices/readings of the chapter (this could be reduced to a certain number of pages for lower-level students) ▪ Act out an action from the chapter (small group or on their own). 	<p>✓ Writing Journal Have students rewrite a piece of historical fiction as a contemporary story. This can be accompanied by a writing journal in which students describe the ways they had to change the events and characters because of the different time period involved. Students should be able to see how authors of historical fiction use events from the past to reveal universal themes of the human condition.</p> <p>A number of interactive graphic organizers can be found at:</p>	<p>✓ Compare/Contrast Read Gary Paulsen's Nightjohn aloud to students and ask to them keep a chart of characters, settings and important events. Then, show them the filmed version using a similar chart as they watch. In small groups, have students compare and contrast the two versions and create Venn diagrams on large chart paper to post in the room. Use these diagrams to discuss how and why the actors and directors of the film chose to deviate from the original story. A question to explore would be how the film would have been more or less</p>

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	<p>Students then share their activities with the class and record reflections in a journal.</p> <p>✓ Compare/Contrast Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., <i>The Legend of Sleepy Hollow</i>). First, students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities.</p> <p>✓ Jigsaw Using trade books, poems and essays on the same topic, have students gather in small groups and determine a theme for a particular topic. Students talk together to determine how that theme is made apparent. The groups then “jigsaw” and each student explains to the others about the demonstrated theme and evidence to support their conclusions.</p> <p>Reading Quest offers <i>Strategies for Reading Comprehension, Comparison-Contrast Charts</i>, where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., <i>The Legend of Sleepy Hollow</i>). First students look at the similarities. Then they consider the differences, making sure to indicate on</p>	<p>http://my.hrw.com/nsmedia/intgos/html/igo.htm, a professional website by Holt. In particular, a comparison-contrast chart that can be used for standard statement 7 (compare/contrast), can be found at: http://my.hrw.com/nsmedia/intgos/html/PDFs/Comparison_Contrast_Chart.pdf</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at: www.cast.org</p>	<p>effective if it had stayed true to the written text.</p> <p>✓ Compare/Contrast Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction, such as <i>Change of a Dress</i> (Cinderella Cleaners) by Maya Gold, and the Grimm or Perrault version of Cinderella. This could be extended to other works of modern fiction and other traditional stories about stepmothers and/or riches-to-rags-to-riches stories.</p> <p><u>A Handbook for Classroom Instruction that Works</u> by Marzano, Robert. J., et al. McRel/ASCD, Alexandria, VA, 2001, p. 17.</p> <p><u>Anne Frank: The Diary of a Young Girl</u> by Anne Frank, Doubleday, New York, NY, Everyman’s Library hardcover, 1991, 2001. <i>The Diary of Anne Frank</i> Starring Iain Glen, Ellie Kendrick, and Tamsin Greig, DVD (Well Go USA Studio, 2009). Given a model for the process, students use a rubric to compare/contrast the film and print version of <u>Anne Frank: The Diary of a Young Girl</u>. Students select the items to compare, the characteristics of the items on which they want to base their comparisons, and explain how the items are similar/different with respect to the characteristics in order to</p>

READING: LITERATURE <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	what criteria they are drawing out the dissimilarities. Find these strategies at: http://www.readingquest.org/strat/compare.html		develop an effective rubric.

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	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.	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.	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.
Content Elaborations	<p><i>In the previous grade band, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.</i></p> <p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations</p>	<p><i>In the previous grade band, students were expected to read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.</i></p> <p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations</p>	<p><i>In the previous grade band, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.</i></p> <p>The focus of the topic Range of Reading and Level of Text Complexity is to help teachers match complex, grade-appropriate texts to their students. The Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations</p>

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 6	Grade 7	Grade 8
	<p>(motivation, knowledge, experiences ,purpose and complexity of task assigned).</p> <p>The three-part model is explained in detail in Appendix A of the <u>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</u>. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes <p>In the next grade band (by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently,</p>	<p>(motivation, knowledge, experiences, purpose and complexity of task assigned).</p> <p>The three-part model is explained in detail in Appendix A of the <u>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</u>. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes <p>In the next grade band (by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>(motivation, knowledge and experiences, purpose and complexity of task assigned).</p> <p>The three-part model is explained in detail in Appendix A of the <u>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects</u>. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RL.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes <p>In the next grade band (by the end of grade 9) students are expected to read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 6	Grade 7	Grade 8
	with scaffolding as needed at the high end of the range.		
Enduring Understanding	<i>In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.</i>		
Instructional Strategies and Resources	<p>✓ Marking Strategy Self-annotating becomes a “marking strategy” that forces active learning.</p> <ul style="list-style-type: none"> ▪ Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self-connection). ▪ Extended: Students devise a self-annotated guide (encourage students to use their creativity). <p>ReadWriteThink. <i>Scaffolding Comprehension Strategies Using Graphic Organizers.</i> (2010) IRA/NCTE. Collaborative strategic reading is initially presented to students through modeling and whole-class instruction. As a general comprehension strategy, it is useful for understanding multiple texts and genres. Students apply four reading strategies: <i>preview, click and clunk, get the gist,</i> and <i>wrap-up.</i> Graphic organizers are used for scaffolding of these strategies as students work in cooperative groups. Find these</p>	<p>✓ Marking Strategy Self-annotating becomes a “marking strategy” that forces active learning.</p> <ul style="list-style-type: none"> ▪ Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self-connection). ▪ Extended: Students will devise a self-annotated guide (encourage students to use their creativity). 	<p>✓ Visual Summaries Students will choose from four to five different-leveled stories that have similar plot structures, themes, etc. They will draw conclusions regarding the universal recurring themes while evaluating their effectiveness and accessibility. They will design “one-pager” visual summaries to demonstrate their understanding.</p> <p>The Ohio Resource Center (2010). Browse Reading Strategies. “This professional resource includes the specifics for teaching ten of these key reading strategies: (1) Setting a Purpose; (2) Synthesizing; (3) Questioning; (4) Making Inferences; (5) Determining Importance; (6) Visualizing; (7) Connecting to Prior Knowledge; (8) Comparing/Contrasting; (9) Predicting; and</p>

READING: LITERATURE <i>Range of Reading and Level of Text Complexity</i>			
	Grade 6	Grade 7	Grade 8
	strategies at: http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html		(10) Self-Monitoring." "Readers can browse through the ten strategies and then link to the specific details for the reading strategy. Each strategy is thoroughly explained, including a detailed definition of the reading strategy, where the strategy is discussed in the Ohio Academic Content Standards, and how the strategy supports reading comprehension." Find it at: http://www.ohiorc.org/adlit/strategy/
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT INTRODUCTION 6-8

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to explain what a text says both explicitly (clearly expressed or defined) and implicitly (not directly expressed). They were to quote accurately from text, determine main ideas of a text, and explain how they are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.</i></p>	<p><i>In the previous grade band, students were expected to explain what a text says, both explicitly (directly) and implicitly (indirectly). They were to quote accurately from text, determine main ideas of a text and explain how main ideas are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.</i></p>	<p><i>In the previous grade band, students were expected to explain what a text says, both explicitly (directly) and implicitly (indirectly). They were to quote accurately from text, determine main ideas of a text and explain how main ideas are supported by key details. They also were expected to summarize relationships in text as well as provide a summary of text.</i></p>

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 6	Grade 7	Grade 8
	<p>The focus of Key Ideas and Details is understanding and analysis of text for key details, central ideas/theme, and various types of interaction throughout the text.</p> <p>RI.1</p> <ul style="list-style-type: none"> Providing evidence from the text to support analysis of what the text says is crucial. Textual evidence may be stated explicitly (fully or clearly expressed) as well as implicitly (assumed but not directly expressed). <p>RI.2</p> <ul style="list-style-type: none"> When readers analyze informational text, they identify the central idea of a passage, which is expressed or implied in a word or sentence. Along with identifying the central idea of a text, the reader also should identify the claims or evidence/facts the author uses to convince the reader to think or behave as suggested. The author’s use of details, vocabulary/word choice and point of view provides textual evidence in helping the reader determine the message of the passage. 	<p>The focus of Key Ideas and Details is the understanding and analysis of text for key details, central ideas/theme, and various types of interaction throughout the text.</p> <p>RI.1/2</p> <ul style="list-style-type: none"> Readers are expected to analyze (separate text into parts for individual study) several pieces of textual evidence in order to identify the central ideas in a text, which may be expressed explicitly as well as from inferences (general conclusions from information given) drawn from text. <p>RI.2</p> <ul style="list-style-type: none"> By analyzing interactions in text, the reader will be provided with textual evidence, which will help in determining the message of the passage. <p>RI.3 Refer to Standard</p> <p>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</p>	<p>The focus of Key Ideas and Details is the understanding and analysis of text for key details, central ideas/theme, and various types of interaction throughout the text.</p> <p>RI.1/2</p> <ul style="list-style-type: none"> The reader is looking for the evidence (either directly stated or inferred) that helps the author convey the intended message to the audience. <p>RI.2</p> <ul style="list-style-type: none"> The reader also is tracing the development of the central idea and its relationship to supporting ideas. <p>RI.3</p> <ul style="list-style-type: none"> An author may develop a central idea by making connections in text among and between individuals and events. <p>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</p>

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 6	Grade 7	Grade 8
	In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.		
Enduring Understanding	<i>Knowledge-based information is an ever-changing genre that encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.</i>		
Instructional Strategies and Resources	<p>✓ Modeling/Peer Modeling The teacher uses highlighters of different colors to show an article's main idea and supporting arguments. Then, students do a different article, sharing their highlighted responses with an "elbow partner". This will allow students to check their detail identification and inference recognition.</p> <p>✓ Previewing Text The teacher will preview nonfiction to motivate and support students as they see the structure of the text, vocabulary and main ideas of the reading to have a better idea of informational text.</p> <p>Step 1: Model previewing of nonfiction text Step 2: Students preview text</p> <p>This professional site from NCTE, IRA and Verizon/Thinkfinity provides a variety of interactive graphic organizers that can be sorted by grade level to help</p>	<p>✓ Graphic Organizer Using a text, chart the facts on one side and inferences that can be drawn on the other. This visual representation will give students a clear picture of what the author says explicitly and what the author infers.</p>	<p>✓ Graphic Organizers Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.</p> <p>✓ Questioning Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.</p> <p><u>Strategic Reading in the Content Areas: Practical Applications for Creating a Thinking Environment</u> by</p>

READING: INFORMATIONAL TEXT <i>Key Ideas and Details</i>			
	Grade 6	Grade 7	Grade 8
	<p>with summarizing, identifying main idea and details, and inference. Find it at: www.readwritethink.org</p> <p><u>Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement</u> by Robert J. Marzano & Debra Pickering. ASCD, Alexandria, VA, 2001.</p> <p><u>A Handbook for Classroom Instruction that Works</u> by Robert J. Marzano, Jennifer S. Norford, Diane Paynter, Debra Pickering, Barbara B. Gadd. ASCD, Alexandria, VA, 2000. Chapter 2. This chapter provides excellent professional resources that provide background knowledge as well as models and strategies for summarizing, note taking and other approaches.</p>		<p>Rachel Billmeyer, Rachel Billmeyer/Printco Graphics, Omaha NE, 2004. Ideas, as well as research-based information, are shared about informational text reading strategies.</p> <p><u>Strategies to Engage the Mind of the Learner: Building Strategic Learners</u> by Rachel Billmeyer, Rachel and Associates, Omaha NE, 2003. Strong research-based information about strategies for middle school and young adult learners.</p> <p><u>Teaching Reading in the Content Areas: If not Me, then Who?</u> By Rachel Billmeyer and MaryLee Barton. McRel, Aurora, CO, 1998. Strategies for various content informational text.</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>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>
Content Elaborations	<p><i>In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to a grade 5 topic or subject area, know and use various text features of informational text and identify the main purpose of a text.</i></p> <p>The focus of Craft and Structure is the understanding that an author’s word choice is meant to influence, persuade and stir the reader’s feelings about a topic, as well as to provide clarity and to support the intended meaning of the text.</p>	<p><i>In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to a grade 5 topic or subject area, know and use various text features of informational text and identify the main purpose of a text.</i></p> <p>The focus of Craft and Structure is the understanding that an author’s word choice is meant to influence, persuade and stir the reader’s feeling about a topic, as well as to provide clarity and to support the meaning of the text.</p> <p>RI.4</p> <ul style="list-style-type: none"> ▪ A reader understands an author’s word 	<p><i>In the previous grade band, students were expected to determine the meaning of words and phrases in a text relevant to a grade 5 topic or subject area, know and use various text features of informational text and identify the main purpose of a text.</i></p> <p>The focus of Craft and Structure is the understanding that an author’s word choice is meant to influence, persuade and stir the reader’s feeling about a topic, as well as to provide clarity and to support the meaning of the text.</p> <p>RI.4</p> <ul style="list-style-type: none"> ▪ Readers must understand the use of

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
	<p>RI.4</p> <ul style="list-style-type: none"> A reader should know and understand the definition of figurative language (words, language enriched by word images and figures of speech) as well as why an author uses it. A reader also must know and understand how and why an author chooses meanings of words; for example, why the denotative (dictionary) meaning of a word is used rather than the connotative (attitudes and feelings associated with a word) or technical meaning of a word. <p>RI.4-6</p> <ul style="list-style-type: none"> A reader should know that an author's point of view or purpose is established through the use of language, organization and details that support it. <p>In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.</p>	<p>choice and the effect that it has on the tone (author's attitude toward the subject) and meaning of the text.</p> <p>RI.5</p> <ul style="list-style-type: none"> By analyzing text structure (e.g., expository, cause-effect, comparison-contrast) and text organization, a reader is able to understand how an author's use of craft and structure contributes to the development of ideas in text. <p>RI.6</p> <ul style="list-style-type: none"> How an author (by choice of point of view) distinguishes his or her position from other authors also is an important focus of this topic. <p>In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.</p>	<p>certain literary terms, such as allusion (indirect reference) and analogy (a comparison of similar things) and the impact that these terms have on a text.</p> <p>RI.5</p> <ul style="list-style-type: none"> Readers also must understand that the structure of a paragraph and the sentences that develop it must give the reader important information that helps the author in conveying the message of the text. <ul style="list-style-type: none"> The topic sentence of a paragraph should state a general idea that should be developed by facts, statistics and examples. When crafting text, authors must organize information to achieve a purpose or have a desired impact. <p>RI.6</p> <ul style="list-style-type: none"> Through analysis, readers recognize how an author acknowledges and responds to conflicting evidence and viewpoints. The author's point of view is established through the use of language, organization and details. <p>In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author's ideas or claims and analyze how an author develops text.</p>

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
Enduring Understanding	<i>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.</i>		
Instructional Strategies and Resources	<ul style="list-style-type: none"> ✓ Circle Board The teacher takes a significant word from an essay/article and puts it in a circle on the board, giving room for students to draw off of that word different images, emotions or feelings (connotations) as well as definitions (denotations). The class then discusses how the word fits the author’s purpose of the article. This will show students the variety of words available and how word choice is deliberate. ✓ Modeling Students are given teacher-selected paragraphs to read. In a class discussion, they look at the individual sentences, what they mean, their significance, etc. They then put them together as a paragraph and discuss their ordering, importance and effect on each other (part to whole, whole to part). This shows students the importance of the individual effect of sentences on the paragraph and, then further, on the entire article. ✓ Compare/Contrast Have students read articles from different sources but on the same topic 	<ul style="list-style-type: none"> ✓ Role Playing Have a student read an essay, pretending to be that speaker; the class will listen. From there, students can discuss what the author would be wearing, the author’s background (region/era/etc.), what they think of the author and his or her point of view, what views the author holds and whether or not he or she has a valid argument. This will give a chance for students to interact more personally with a text and focus explicitly on the author and his or her words. ✓ Student-Generated Examples Have students generate their own word or phrase choices an author could have used and discuss how this would have changed/impacted the response by the audience. This is important because meanings of words and phrases impact the tone of a text. ✓ Graphic Organizer Given a text, have students create a sequence (through sticky notes or a timeline graphic) breaking down the structure of a piece. This will underscore the importance of the sections and arguments and show how they affect the 	<ul style="list-style-type: none"> ✓ Graphic Organizers Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints. ✓ Modeling/Peer Review Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model’s strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole. ✓ Mini-Research Project Pull out analogies and allusions from a text and have students study informational sites to determine the author’s purpose in including those elements. This will deepen students’ knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing.

READING: INFORMATIONAL TEXT <i>Craft and Structure</i>			
	Grade 6	Grade 7	Grade 8
	(i.e., from a newsmagazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.	whole.	<p>✓ Wordle Wordle is a free Web application that creates word clouds from a body of text. Students can insert an author's text to see what words are magnified in the word picture, thus beginning a dialogue regarding word choice. Find it at: http://www.wordle.net/</p> <p><u>A Handbook for Classroom Instruction that Works</u> by Robert Marzano, Jennifer Norford, Diane Paynter, Debra Pickering, Barbara Gaddy (ASCD, Alexandria, VA, 2004) is a seminal professional text for teachers. See page 42.</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>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.</p> <p>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>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).</p>	<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.</i></p> <p>The focus of Integration of Knowledge and Ideas is the understanding that integration of information from different mediums is often necessary in order to increase understanding of a topic. Successful readers compare and contrast</p>	<p><i>In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.</i></p> <p>The focus of Integration of Knowledge and Ideas is the comparison and contrast of text by carefully analyzing (separating text into parts for individual study) different versions of text. By analyzing different versions of text, readers are able to evaluate</p>	<p><i>In the previous grade band, students were expected to use multiple sources in order to answer questions quickly and to solve problems efficiently. Students also were expected to integrate information from several texts in order to write or speak about a topic knowledgeably and to explain how an author uses evidence to support claims in text.</i></p> <p>The focus of Integration of Knowledge and Ideas is the understanding that both print and non-print media can be used to present a message, perspective and/or argument. When presenting a particular topic or idea, a reader should recognize when the</p>

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	<p>information across texts to gain a richer understanding of content.</p> <p>RI.7</p> <ul style="list-style-type: none"> Successful readers are critical thinkers who synthesize (combine separate elements of a text into one concept) information from multiple sources in order to deepen their understanding of content. <p>RI.8</p> <ul style="list-style-type: none"> They trace and evaluate the evidence (expert’s opinion, statistics, etc.) from multiple sources that an author uses to support an argument. The reader should then be able to distinguish claims supported by reasons and evidence from those that are not. <p>RI.9 Refer to Standard</p> <p>In the next grade band, students are expected to delineate and evaluate an author’s argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.</p>	<p>how an author used evidence to develop text.</p> <p>RI.7-9 Refer to Standards</p> <p>In the next grade band, students are expected to delineate and evaluate an author’s argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.</p>	<p>evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</p> <p>RI.7-9 Refer to Standards</p> <p>In the next grade band, students are expected to delineate and evaluate an author’s argument, analyze U.S. documents of historical significance and analyze accounts of a subject told in different mediums.</p>
Enduring Understanding	<i>Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.</i>		

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
Instructional Strategies and Resources	<p>✓ Modeling and Peer Review As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, post-it notes or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group's results and have the class determine the strength/weaknesses of each one.</p> <p>✓ Graphic Organizer Students examine several texts on the same topic (e.g., magazine article, advertisement, video news story) and report observations about similarities and differences in such elements as tone, point of view and theme. Reporting might take the form of a Venn diagram, T-chart or student-generated graphic organizer. The teacher introduces this concept by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher's desk and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the</p>	<p>✓ Compare/Contrast After reading an essay or article, play a song dealing with the same topic. Have students analyze what each is saying about the topic and what arguments each makes while considering why specific words were used. This gives students more practice evaluating the specific claims in various media forms and evaluating how two authors shape their presentations of that topic.</p>	<p>✓ Graphic Organizer Have students use a Venn diagram comparing and contrasting the information presented in two informational texts where some information is conflicting. Then focus on the arguments and let students identify (highlight, underline, star, color) the strongest arguments for discussion of assessing the claims in the texts, the strengths of each argument and the relevancy of the evidence.</p> <p>✓ Kinesthetic activity Teachers give students an article and have them cut out the evidence sections. Students sort the support into piles of strong/weak/relevant/insufficient/etc. This physical activity will allow for students to not only learn to focus on one argument at a time, but also give them a visual of the support.</p> <p><u>When Kids Can't Read: What Teachers Can Do</u> by Kyleene Beers. Heinemann, Portsmouth, NH, 2003. This guide for teachers of grades 6-12 contains specific chapters that address comprehension, vocabulary, word recognition and fluency, spelling, literature and novels.</p> <p><u>The Co-teaching Manual: How General Education Teachers and Specialists Work Together to Educate Students in</u></p>

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	<p>same event but remembering different details, this may lead to a discussion about point of view. For an interactive tool, additional professional reading, and a list of texts and movies, visit:</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/propaganda-techniques-literature-online-405.html</p>		<p>an Inclusive Classroom by Dianne Basso & Natalie McCoy. Twins Publications. Columbia, SC, 2009. Fourth Ed. This practical handbook for application of co-teaching includes schedules, planning, evaluation, accommodation, support and reproducible forms.</p>
Benchmark Indicators/Assessment			

READING: INFORMATIONAL TEXT <i>Range of Reading and Level of Text Complexity</i>			
	Grade 6	Grade 7	Grade 8
Standard Statements	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.	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.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Content Elaborations	<p><i>In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</i></p> <p>To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)</p> <p>(3) Reader and task considerations</p>	<p><i>In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</i></p> <p>To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge, experiences,</p>	<p><i>In the previous grade band, students were expected to read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</i></p> <p>To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <p>(1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)</p> <p>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)</p> <p>(3) Reader and task considerations (motivation, knowledge, experiences, purpose</p>

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
	<p>(motivation, knowledge, experiences, purpose and complexity of task assigned)</p> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>purpose and complexity of task assigned)</p> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes 	<p>and complexity of task assigned)</p> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>RI.10</p> <ul style="list-style-type: none"> ▪ Unpack complex texts by using read aloud, scaffolding and other strategies across all content areas ▪ Have frequent time for independent close reading of complex informational texts ▪ Build stamina through regular sustained independent reading ▪ Access different print and electronic sources and use real world application of texts for specific and authentic purposes
Enduring Understanding	<i>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.</i>		
Instructional	✓ Instruction Manual	✓ Instruction Manual	✓ Research Modules

READING: INFORMATIONAL TEXT <i>Integration of Knowledge and Ideas</i>			
	Grade 6	Grade 7	Grade 8
Strategies and Resources	<p>Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization and structure.</p> <p>✓ Stump the Teacher Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a set amount of time.</p>	<p>Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization and structure.</p> <p>✓ Stump the Teacher Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.</p>	<p>On any subject tied into their readings, let students practice their understanding of informational texts in small pieces. They can focus on text structure, author's point of view, text support and inferences. A printable reading interest inventory with 20 questions from "But There's Nothing Good to Read" (In the Library Media Center)," by Hildebrandt, Denice. Media Spectrum: The Journal for Library Media Specialists in Michigan, Fall 2001, p. 34–37.</p> <p>Find it at: www.education.uncc.edu/dbtaylor/Resources/IntInv1.pdf</p> <p>An explanation of the Flesch Kincaid Reading Ease formula and the formula itself are found at: http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php</p>
Benchmark Indicators/Assessment			

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

- [CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- [CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

- [CCSS.ELA-Literacy.CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WRITING: INTRODUCTION 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

WRITING: TEXT TYPES AND PURPOSES			
	Grade 6	Grade 7	Grade 8
Standard Statements	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and</p>

WRITING: TEXT TYPES AND PURPOSES

	Grade 6	Grade 7	Grade 8
	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the</p>	<p>and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal</p>	<p>information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts</p>

WRITING: TEXT TYPES AND PURPOSES

	Grade 6	Grade 7	Grade 8
	narrated experiences or events.	shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Content Elaborations	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experience.</i></p> <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop arguments and ideas or convey real or imagined experiences with relevant and credible evidence. This evidence can be in the form of facts, examples, details and/or statistics. The evidence presented should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic</p>	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts, which examined a topic, and to write narrative texts that developed real or imagined experience.</i></p> <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop complete, logically sequenced text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>In order to convey information best, writers</p>	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view with reasons and information. They also were expected to write informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experiences.</i></p> <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop complete, logically sequenced text with credible evidence and detail while critically acknowledging opposing claims. This also includes the understanding that writers develop complete, logically sequenced text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas.</p>

WRITING: TEXT TYPES AND PURPOSES

	Grade 6	Grade 7	Grade 8
	<p>and audience. In selecting and using language, writers choose words that have an effect on the reader. They use precise language and domain-specific vocabulary. They make use of figurative language in order to stir the reader’s emotions or convince the reader to come to the same conclusions about the topic.</p> <p>A writer’s use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences, speaks to the writer’s writing style. The tone or attitude that a writer takes toward his or her subject also is important. The more convincing a writer is in his or her feelings and beliefs about the topic or real or imagined experience, more likely it is that a reader will agree with the writer’s viewpoint.</p> <p>In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.</p>	<p>purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on readers. They use precise language and domain-specific vocabulary. Writers make use of figurative language in order to stir the reader’s emotions or convince the reader to come to the same conclusions about the topic as they have.</p> <p>A writer’s use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences, speaks to the writer’s writing style. The tone or attitude that a writer takes toward subjects also is important.</p> <p>The more convincing a writer is in his or her feelings and beliefs about the topic or real or imagined experience, the more likely it is that a reader will agree with the writer’s viewpoint.</p> <p>In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly</p>	<p>In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on readers. They use precise language and domain-specific vocabulary. Writers make use of figurative language in order to stir emotions or convince the reader to come to the same conclusions about the topic as they have.</p> <p>A writer’s use of language also is important in identifying his or her writing style. Whether or not a writer consistently uses short, choppy sentences or long, complex sentences, speaks to the writer’s writing style. The tone or attitude that a writer takes toward subjects also is important.</p> <p>The more convincing a writer is in his or her feelings and beliefs about the topic or real or imagined experience, the more likely it is that a reader will agree with the writer’s viewpoint.</p> <p>In the next grade band, students are expected to write arguments to support claims and to write informative/expository texts to convey complex information clearly and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a</p>

WRITING: TEXT TYPES AND PURPOSES

	Grade 6	Grade 7	Grade 8
		and accurately. They are expected to write narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.	logical conclusion for the narrative.
Enduring Understanding	<i>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.</i>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: PRODUCTION AND DISTRIBUTION OF WRITING

	Grade 6	Grade 7	Grade 8
Standard Statements	<p>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).</p> <p>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.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>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.)</p> <p>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.</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>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.)</p> <p>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.</p> <p>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.</p>
Content Elaborations	<p><i>In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and use technology to support the writing process.</i></p> <p>The focus of this topic, Production and Distribution of Writing, is the understanding that writers apply a multi-stage, reflective process that requires</p>	<p><i>In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and use technology to support the writing process.</i></p> <p>The focus of this topic, Production and Distribution of Writing, is the understanding that writers apply a multi-stage, reflective process that requires</p>	<p><i>In the previous grade band, students were expected to produce clear and coherent writing appropriate to the task, purpose and audience. They also were expected to revise and edit (with guidance and support) writing when necessary and use technology to support the writing process.</i></p> <p>The focus of this topic, Production and Distribution of Writing, is the understanding that writers apply a multi-stage, reflective process that requires planning</p>

WRITING: PRODUCTION AND DISTRIBUTION OF WRITING

	Grade 6	Grade 7	Grade 8
	<p>planning and revising. The stages in this process should consist of revision and refinement of text that clarify the intended meaning and enhance the word choice, unity and coherence of thoughts, ideas and details. Text should include appropriate capitalization and punctuation to emphasize intended meaning. Published texts should exhibit a purpose-driven format as well as acknowledgment of sources and graphics to enhance and validate the final product.</p> <p>In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.</p>	<p>planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity and the coherence of thoughts, ideas and details. Texts should include appropriate capitalization and punctuation to emphasize intended meaning. Texts should represent organizational structures that summarize, extend or elaborate on ideas and include evidence of logic, style, voice, word choice and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgment of sources and graphics, including the Internet, to enhance and validate the final product.</p> <p>In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.</p>	<p>and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity and the coherence of thoughts, ideas and details. Texts should include appropriate capitalization and punctuation to emphasize intended meaning. Texts should represent organizational structures that summarize, extend or elaborate on ideas and include evidence of logic, style, voice, word choice and writing techniques. They also should exhibit a purpose-driven format as well as acknowledgment of sources and graphics, including the Internet, to enhance and validate the final product.</p> <p>In the next grade band, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish and update individual or shared writing products.</p>
Enduring Understanding	<p><i>Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.</i></p>		

WRITING: *PRODUCTION AND DISTRIBUTION OF WRITING*

	Grade 6	Grade 7	Grade 8
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	Grade 6	Grade 7	Grade 8
Standard Statements	<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>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").</p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>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").</p>

WRITING: RESEARCH TO BUILD AND PRESENT KNOWLEDGE

	Grade 6	Grade 7	Grade 8
Content Elaborations	<p><i>In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.</i></p> <p>The focus of this topic, Research to Build and Present Knowledge is for students to learn how to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a works cited page detailing all sources used in proper format.</p> <p>In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection and research. Students also are</p>	<p><i>In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.</i></p> <p>The focus of this topic, Research to Build and Present Knowledge, is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase the information of others in order to avoid plagiarism. They evaluate this information for accuracy, credibility and reliability.</p> <p>In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.</p>	<p><i>In the previous grade band, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from texts to support analysis, reflection and research.</i></p> <p>The focus of this topic, Research to Build and Present Knowledge, is that writers activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information, they assess whether the evidence is sound and recognize when it is irrelevant. They focus their inquiry and research in order to create new understandings and new knowledge for specific purposes while being careful to quote or paraphrase information of others in order to avoid plagiarism. They evaluate this information for accuracy, credibility and reliability.</p> <p>In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the</p>

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	expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.		reasoning and evidence in text.
Enduring Understanding	<i>Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</i>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			

WRITING: RANGE OF WRITING

	Grade 6	Grade 7	Grade 8
Standard Statements	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.	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.	10. Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Content Elaborations	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</i></p> <p>Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.</p>	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</i></p> <p>Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year. Being exposed to shorter, task-driven</p>	<p><i>In the previous grade band, students were expected to write opinion pieces supporting a point of view and write informative/explanatory texts to examine a topic. Students also were expected to write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</i></p> <p>Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year. Being exposed to shorter, task-driven writing assignments in conjunction</p>

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	Grade 6	Grade 7	Grade 8
	<p>In the next grade band, students are expected to 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.</p>	<p>writing assignments in conjunction with longer, more complex assignments on a routine basis will develop students' writing skills.</p> <p>In the next grade band, students are expected to 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.</p>	<p>with longer, more complex assignments on a routine basis will develop students' writing skills.</p> <p>In the next grade band, students are expected to 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.</p>
Enduring Understanding	<p><i>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</i></p>		
Instructional Strategies and Resources			
Benchmark Indicators/Assessment			