



# Line of Sight

## Mastery Standards Document

### English Language Arts

The purpose of the Line of Sight is to identify the key skills necessary at each grade level in order for a student to succeed throughout their education.



## WUSD Writing Expectations

It is expected that each grade level have students write, at minimum, one essay in each of the following genres using the writing process (prewriting, drafting, editing, revising, publishing) at a length appropriate to student growth throughout the year:

- Opinion/Argument
- Informative/Explanatory
- Narrative

It is also expected that each grade level have students write, at minimum, one formal research paper where students go through the writing process and follow the length expectations outlined below.

Teachers are encouraged to have their students write informally on a daily basis. This includes Responses to Literature, Constructed Responses, Quick Writes, Journal Entries, etc.

The following chart identifies the formal writing expectations of students at the end of each grade level.

Grade	Length
Kindergarten	2-3 sentences
1	1 paragraph
2	2-4 paragraphs
3	5 paragraphs
4	5 paragraphs
5	1-2 pages typed
6	1-2 pages typed

Grade	Length
7	2-3 pages typed
8	2-3 pages typed
9	3-4 pages typed
10	5-6 pages typed
11	7-8 pages typed
12	9-12 pages typed



## Mastery Standards for Kindergarten

<b><i>Reading for Literature</i></b>	
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<b><i>Reading for Information</i></b>	
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.7</b>	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).
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b><i>Foundational Reading</i></b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print: <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes): <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ol>



	<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<b>Writing</b>	
<b>W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the 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...).
<b>W.K.2</b>	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.
<b>W.K.3</b>	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.
<b>Language</b>	
<b>L.K.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
<b>L.K.2</b>	<p>Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</p>
<b>L.K.5</b>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings:</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>



KINDERGARTEN			
Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b>	Ask who, what where, when questions	Who, what, where, when questions	questions
	Answer questions	Who was is in the story?	ask answer
	Give details when answering	What was this about?	text information
	Listen for information	What happened next?	where
		Can you ask your neighbor/partner about...?	
		Talk to your partner about...	
		How did you know that?	
<b>RL.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>	Identify the characters	Who are the characters in this story?	identify characters setting/place time problem solution conclusion events happened
	Identify the setting(s)	Who is the story about?	
	Identify the major events	What happened in the story? When did the story happen?	
	Identify the problem and solution	Where did the story take place? How do you know? What was the problem in the story? How was the problem solved? Can you look at the picture and tell me about...? Who was in the story? Can you find (picture or words) this character?	
<b>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</b>	With prompting and support, ask questions about details in a text	What is this book/passage/text about? What is a key detail that you remember? Why was it important?	ask answer questions text key details
	With prompting and support, answer who, what, when, where, how many, and how questions about key details in a text	What was the most important thing you learned? What details are important?	



	With support, determine which details are important in the text and why	Please ask your partner to tell you what happened . . . Or When ____ happened. What questions do you have about this text?	
<b>RI.K.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).</b>	Recognize what an illustration is ( e.g., picture, photo, drawing, sketch)	What can you learn from the illustrations? What do you think the writer is trying to say?	illustration describe relationship text person place idea thing depicts shows
	Follow the information in the text	What in the picture helps you think that? Why do you think the illustrator put in that picture? Does the illustration match what the writer is trying to say? Do you think the story and the picture are connected? Describe how the picture helps you understand what the author has written. What does this picture add to your thinking about what you (we) read?	
<b>RI.K.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).</b>	State what each text is about	Can you tell me what this text is about?	picture illustrations procedure steps differences similarities same
	Identify the similarities in the two texts	Can you tell me how this picture is the same as this one?	
	Identify the differences between the two texts	We read two books, what was different about them? We are going to compare these two books. How were they the same?	
	Tell how the illustrations, descriptions or procedures are the same or different	We are going to fill in this chart; can you tell me how the two texts we read were different? How are these two books showing the same topic in different ways? Which did you learn more information from? Why?	
<b>WRITING</b>			
<b>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic</b>	Know that a story tells about something that happened Understand that ideas can be conveyed through writing, drawing pictures or telling	What are you writing about? Which is your favorite ____ (animal, book, food)? What do you prefer ____ or ____? Why? How will you start your writing?	draw tell writing favorite book title



<p><b>or the 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...).</b></p>	<p>Make a choice and give reasons for that choice          Understand that letters and the sounds that they make can be written          Understand that a title is the name of a book</p>	<p>Can you tell me what you like, and I will write down what you say?          Can you tell why you like this book, animal, color...?          Which words best describe _____?          What is your opinion about? why do you think/feel that way?</p>	<p>reason          like          dislike          opinion          prefer</p>
<p><b>W.K.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.</b></p>	<p>-Choose a topic to write about          -Tell what they are writing about          -Organize the ideas          -Create drawings about the topic to support the written ideas          -Use phonetic spelling to compose written text          -Use details about their topic in their writing</p>	<p>What topic are you writing about?          What do you want to say or explain? What information do you want to give the reader?          How will you start your writing?          Can you tell some more about...?          Why don't you tell what it looks like and what it does?</p>	<p>inform          explain          write          details          tell about          compose          topic          name</p>
<p><b>W.K.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.</b></p>	<p>-Draw a picture that tells a story          -Talk about what has been drawn          -Dictate your story          -Identify events, state who, what, when of the event          -Retell the event/series of events in the order that it/they happened          -React to the event/series of events (state a feeling, agreement, idea, etc.)</p>	<p>We all went to _____. Today you will write a story about what happened and what we did.          What happened in this story?          What is the order of events in this story?          What is your favorite part of this story?          How do you feel about what happened? Draw a picture that shows how you feel.          Tell about what you drew.</p>	<p>combine          draw          retell          events          order          reaction</p>
<b>FOUNDATIONAL SKILLS</b>			
<p><b>RF.K.1 Demonstrate understanding of the organization and basic features of print.</b></p>	<p>-Hold book in correct orientation          -Identify words and letters          -Follow words from left to right          -Follow words top to bottom          -Track each word across the page          -Track print across several pages</p>	<p>What direction do we read in - point and move your finger (arm/body).          Show me the book upside down. Now show me the book right side up.          What are these called? (point to different letters on different pages)</p>	<p>book          page          letters          words          up          down</p>



		<p>What makes up words?          What can we find in a book?          Why do we read books?</p>	
<p><b>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p>	<ul style="list-style-type: none"> <li>-Identify spoken words</li> <li>-Identify rhyming words</li> <li>-Count, blend and segment syllables in words</li> <li>-Use onset/rime to blend and segment single syllable words</li> <li>-Isolate and pronounce initial, medial and final sounds</li> <li>-Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p>Which word rhymes with this one?          Clap the syllables in this word.          Say each sound you hear in this word slowly.          Change the sound ___ to ___. Take the sound __ from ___. Add the sound ___ to ___.          What do you hear at the beginning of this word? What do you hear next? At the end?</p>	<p>rhyming          count          blend          initial          middle          end          segment          syllables          phoneme          one-syllable</p>
<p><b>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b></p>	<ul style="list-style-type: none"> <li>-Produce sounds that corresponds to a given letter</li> <li>-Track across a word and produce the corresponding sounds</li> <li>-Explain the difference between vowels and consonants</li> <li>-Identify vowels with long sounds (common spellings/graphemes)</li> <li>-Identify vowels with short sounds (common spellings/graphemes)</li> <li>-Hear and distinguish the differences between long and short vowel sounds</li> <li>-Know a word to automaticity and recall it on sight</li> <li>-Read high-frequency words in text (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul>	<p>When I point to a letter, tell me the sound that it makes.          When I say a sound, write the letter/letters that make that sound.          When I say ___hat , what letter do you hear in the middle?          How would you spell the word _____?          Which vowel do you hear, when I say _____? Is it long or short? How do you know?          As you point to a list of high frequency words, “Can you read these words for me?”          I will say two words; tell me if they are the same or different. Which sound is the same? Which sounds are different?          These two words are similar in spelling (look similar).          What sound is different in these words?</p>	<p>sound          word          same          different          letter          read          spell          vowels          sight word          similar</p>



	<p>-Hear the differences in words that sound alike such as van and ban; pen and pin; and Pam and pan.</p> <p>-Recall the sounds of two words, and identify the differences in the words</p> <p>-Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>		
<b>LANGUAGE</b>			
<p><b>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>a. Print many upper- and lowercase letters.</b></p> <p><b>b. Use frequently occurring nouns and verbs.</b></p> <p><b>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</b></p> <p><b>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</b></p> <p><b>e. Use the most frequently occurring prepositions</b></p>	<p>Print uppercase letters</p> <p>Print lowercase letters</p> <p>Describe the shapes of letters (curved, straight, tall, etc.)</p> <p>Use nouns</p> <p>Use regular verbs</p> <p>Create or use pictures for nouns and verbs</p> <p>Form regular plural nouns by adding /s/ or /es/</p> <p>Use question words (e.g. who, what, when, where , why, how) correctly</p> <p>Show inflection at the end of a question.</p> <p>Demonstrate understanding by answering questions correctly</p> <p>Use prepositions (e.g., to, from, in, out, on, off, for, of by, with) correctly</p> <p>Expand phrases and sentences with prepositions and prepositional phrases</p> <p>Produce complete sentences (subject and verb)</p> <p>Expand complete sentences. (subject verb + prepositional phrase/adjective/adverb etc.)</p>	<p>Can you write the letter _____?</p> <p>Can you write the uppercase/lowercase letter?</p> <p>What does this letter look like in the lowercase?</p> <p>Which of these words are nouns?</p> <p>Which words tell what the people are doing?</p> <p>Which word is the action word in the sentence?</p> <p>How can we change this word so that it shows that there is more than one?</p> <p>Is _____ plural or singular?</p> <p>Can you ask your partner who was ...? Where is the ...? When? Why? How?</p> <p>What color words can you add so that we can see what you saw ? (or that will make it more interesting. )</p> <p>Make your sentence interesting by telling us where it was happening.</p>	<p>uppercase</p> <p>lowercase</p> <p>capital</p> <p>letters</p> <p>nouns</p> <p>verb</p> <p>plural</p> <p>singular</p> <p>sentence</p>



<p>(e.g., to, from, in, out, on, off, for, of, by, with).  <b>f. Produce and expand complete sentences in shared language activities.</b></p>			
<p><b>L.K.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</b>  <b>a. Capitalize the first word in a sentence and the pronoun I.</b>  <b>b. Recognize and name end punctuation.</b>  <b>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b>  <b>d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.</b></p>	<p>Capitalize the first word in a sentence.          Capitalize the pronoun I          Recognize and name end punctuation.          Use phonetic spelling when writing          Form the appropriate letter to represent the sound(s) they hear          Write letters for consonant sounds          Write letters for vowel sounds.          Spell simple words phonetically.</p>	<p>What word should be capitalized in this sentence?          Why do we capitalize certain words? Why not capitalize all words?          What are the types of ending punctuation?          Why does an author use an exclamation point?          What does a ? tell us?          How do you spell ____?</p>	<p>Capital letters          punctuation          end          ending          spelling</p>
<p><b>L.K.5a-d With guidance and support from adults, explore word relationships and nuances in word meanings.</b>  <b>a. Sort common objects into categories (e.g.,</b></p>	<p>Group objects by colors, sizes, shape          Sort given objects into groups          Sort pictures/objects into categories and label the categories          Understand what an opposite is          Describe verbs using antonyms</p>	<p>Put these into groups please.          Can you tell me about the groups you made?          Can you and your partner sort these pictures into groups?          Do you know another way to say that?          Listen to all the words the author uses that mean ____.</p>	<p>describe          categorize          group          sort          verb          adjective          opposite</p>



<p>shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b></p> <p><b>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b></p> <p><b>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</b></p>	<p>Describe adjectives using their antonyms</p>	<p>Let's make a describing map to think of ways to say _____.</p> <p>We are going to brainstorm ways to say...</p> <p>The opposite of _____ is _____.</p> <p>If it is not _____; it is _____.</p> <p>Can you show me what march looks like?</p>	<p>related show me difference</p>
	<p>Make real-life connections between words and their use</p> <p>Act out the meaning of verbs that have shades of meaning for the same general action.(ex: look, peek, glance, stare, glare; hop, skip, jump. leap)</p>		

## Mastery Standards for First Grade



<b>Reading for Literature</b>	
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>Reading for Information</b>	
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>Foundational Reading</b>	
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>Writing</b>	
<b>W.1.1</b>	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.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	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.
<b>Language</b>	



<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"><li>Print all upper- and lowercase letters.</li><li>Use common, proper, and possessive nouns.</li><li>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li><li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li><li>Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li><li>Use frequently occurring adjectives.</li><li>Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li><li>Use determiners (e.g., articles, demonstratives).</li><li>Use frequently occurring prepositions (e.g., during, beyond, toward).</li><li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li></ol>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"><li>Capitalize dates and names of people.</li><li>Use end punctuation for sentences.</li><li>Use commas in dates and to separate single words in a series.</li><li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ol>



1st Grade			
Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<b>RL.1.1 Ask and answer questions about key details in a text.</b>	Ask/Answer who, what, why, when, and where questions.	What was the story about?	details questions ask answer text information
	Give details when answering questions.	What happened at the beginning, middle, end of story?	
	Read to locate and understand and/or picture details.	Who are the characters in the story? What do you know about them?	
		Think about what you read and create your own question about this text.	
<b>RL.1.3 Describe character, setting, and major events in a story, using key details.</b>	Identify characters, including the main character, within the story.	What details did the author use to describe the main event in the story?	identify characters setting events sequence problem
	Describe the characters using key details.	Describe a character in the story - what they looked like, how they felt, what they were thinking. Use the words the author used to provide details.	
	Describe the setting using key details.	Describe the setting of the story and use details.	
	Identify and verbalize major story events citing key details.	What words did the author use that helped you picture the characters, setting, or events?	
<b>RI.1.1 Ask and answer questions about key details in a text.</b>	Create and ask questions (who, what, why, when, where) about key details in an informational text.	What is the most important idea or part of this text?	question answer identify ask detail text events informational



	Create and ask questions (who, what, why, when, where) about key details in an informational text.	What can we learn from this book?	
	Give details when answering questions.	What details help us know how _____ does _____?	
	Respond in clear, focused sentences.	What events happened first, second, third?	
		Where can we find _____?	
		Can you identify the main event? How do you know this is the main event?	
		Think about what you read and create your own question about an important idea in this text.	
<b>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</b>	Identify the information and key details provided by illustrations (picture, photo, drawing)	What can you learn from the illustrations?	illustration describe relationship idea key details
	Identify the key ideas and details in the text	Describe how the picture helps you understand what the author has written.	
	Show/tell how the illustrations help you understand more about the ideas presented in the text	Why do you think the illustrator put in that picture?	
	With help, connect the illustrations with the message	What does this chart add to your thinking about what you read?	
		Does the illustration match what the writer is trying to say?	
<b>RI.1.9 Identify basic similarities and difference between two text on the same topic.</b>	Identify two texts on the same topic	What can we learn from this text?	illustration similarities differences text
	Identify the similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	We read two books, what is different about them? What is the same?	



	Identify the differences between the two texts	Can you fill in the Thinking Map showing the similarities and differences of the two texts?	
		Do both books have illustrations? How were they used in both books?	
		What did the illustrations in the books tell you?	
<b>WRITING</b>			
<b>W.1.1 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.</b>	Express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.	What did you like best?	opinion reasons details introduction closure
	Write a brief opinion piece about a book or story. Provide a reason for that opinion.	What are you going to write about? Why?	
	Write an introduction and bring the written piece to a reasonable closure.	Tell me two things you like about _____.	
		How will you end your writing?	
<b>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>	Select a topic of interest to write about with the intent to explain or inform.	Chose a topic to write about.	information facts explanation topics closure
	Identify facts within a text.	How will you organize your ideas?	
	Use facts about the topic to explain or inform.	What is your topic sentence?	
	Organize ideas so they can be written logically.	What details do you have to support your topic?	
	Write a closing statement.	Where will you get your information?	
<b>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use</b>	Draw a picture that tells a story.	We all went to _____. Today you will write a story about what happened and what we did.	sequence event details time order closure
	Talk about what has been drawn.	What happened in this story?	
	Dictate your story.	What is the order of events in this story?	



<b>temporal words to signal event order, and provide some sense of closure.</b>	Identify events, state who, what, when of the event.	What is your favorite part of this story?	
	Retell the event/series of events in the order that it/they happened.	How do you feel about what happened? Draw a picture that shows how you feel.	
	React to the event/series of events (state a feeling, agreement, idea, etc.).	Tell about what you drew.	
<b>FOUNDATIONAL SKILLS</b>			
<b>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>	Read and pronounce two consonant letters that make one sound (e.g., /sn/wh/khl)	When I point to a letter tell me if it is a vowel or consonant?	decode syllable sounds silent vowel pattern endings digraph spell consonant
	Read and pronounce the sounds represented in one – syllable words	What can you do when you get to a word you don't know?	
	Read and pronounce words that end with the vowel e and have a long vowel sound	What do you hear at the beginning, middle, end of this word.	
	Use the inflectional ending like –ed, -es, -ing, to read words	Stretch the sounds...., now put them together quickly.	
	State the parts of a word, include a vowel in each part. Break words apart with double consonants, inflected endings	Can you hear the differences between long and short vowel sounds?	
	Identify syllables within written words..	Did you see any silent letters	
	Decode simple two-syllable words following the vowel pattern for syllable division.		
	Recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)		
<b>RF.1.4 Read grade-level text orally with accuracy, appropriate rate, and</b>	Explain how reading fluently and accurately helps the reader or listener to understand the text	What can you do when you get to a word or part you don't know?	fluency accuracy expression recognition comprehension reread punctuation period comma
	Read with appropriate grade level fluency	How can you help yourself? Correct	



expression on successive readings.	Read accurately	Can you get your mouth ready for the first sound....., stretch the sounds.	
	Self monitor and self-correct when reading	Reread the sentence again, make it sound like talking.	
	Use re-reading as a strategy to help understand text	Reread the story from the beginning.	
		What is this book about?	
		What helps you know what it is about?	
		What do we do with our voice when we reach a period, comma?	
<b>LANGUAGE</b>			
<b>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	Write a complete sentence	Can you write a sentence using an uppercase letter?	sentence uppercase lowercase adjective subject predicate question exclamatory
	Understand that a complete sentence has a subject and predicate	Write a sentence using adjectives.	
	Understand that proper nouns	Write a question sentence.	
	Understand the use of adjectives	Underline the subject and predicate of the sentence.	
	Understand the difference between uppercase and	What do you put at the end of a question sentence?	
	Understand different types of sentences	What do you put at the end of an exclamatory sentence?	
<b>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	Identify period, question mark, and exclamation mark	Can you write a sentence using a period? A question mark? An exclamation mark?	sentence period question mark exclamation mark date correctly capitalize punctuation
	Know when to use a period, question mark, and exclamation mark	Write today's date correctly.	



	Know that the first word in sentences, proper names, days of the week and months are capitalized.	Did you remember to capitalize and punctuate your sentence?	
	Know that a comma separates the date from the year	Go through and check your work for spelling. Can you sound out words that are difficult and correct them?	
	Understand letter patterns and their sounds		



## Mastery Standards for Second Grade

<b><i>Reading for Literature</i></b>	
<b>RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b><i>Reading for Information</i></b>	
<b>RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b><i>Foundational Reading</i></b>	
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
<b><i>Writing</i></b>	
<b>W.2.1</b>	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.
<b>W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>W.2.3</b>	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.



<b>Language</b>	
<b>L.2.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
<b>L.2.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>L.2.5</b>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

<b>2nd Grade</b>			
<b>Standards</b>	<b>Skills</b>	<b>Question Stems</b>	<b>Vocabulary</b>
<b>READING</b>			
<b>RL.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>	Ask and answer questions	Who is the story about?	question
	Identify story elements	Where did it take place?	answer
	Summarize	Which of these details is really important to the story?	demonstrate
		What happened first, then, next, last?	key details
		What is the author trying to tell you?	



<b>RI.2.1: Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.</b>	asking and answering questions demonstrating understanding of information	Asking yourself questions that will help you understand the story like Who is this story about?	question
	demonstrate understanding of character	Where did it take place?	ask
		What details are important in order to tell the story?	outline
		How do the key details make a difference at the end of the story?	passage
<b>RI.2.7: Explain how specific images contribute to and clarify a text</b>	Use pictures and diagrams to gather information for clarification of meaning	How does reading the chart, diagram help you understand what the author is trying to say?	images
	Know that illustrations help you understand more of what the text is about	What information did you gather from that ___ diagram that aided your understanding?	diagram
	Connect illustrations with the message.	Restate the important facts from the chart or graph using the _____	charts
		What examples can you find to ___?	graphs
		What conclusions can you draw ___?	illustrations
	How can you make use of these facts and graphs?	clarify	
<b>RI.2.9 Compare and Contrast the most important points presented by two texts on the same topic.</b>	analyze texts	What is the text about?	
	Identify the important points in the authors of both texts are making	What are the key details?	
	Identify the key details presented in both texts	Read both texts. What is difference between them(contrast)	contrast
	Describe the similarities of both texts	How are the two pieces alike? (compare)	important
<b>WRITING</b>			
<b>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion,</b>	Express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.	Who is your audience?	argument
	Write a brief opinion piece about a book or story. Provide a reason for that opinion.	What is your purpose for writing?	opinion



<b>supply reasons that support opinion use linking words like because, and also, connect opinion and reasons, and provide a concluding statement or section.</b>	Identify and use common organizational structures such as cause/effect, chronological/sequential order ; problem/solution.	From what point of view will you be writing?	support
	Identify and use linking words when moving from one reason to another	Did I completely explain my opinion of topic or argument in my paper?	reasons
	Write conclusions that restate or sum up the writing.	Does the reader know my opinion?	valid reason
		How did I support my opinion with details?	evidence
		Did I include transitional or linking words?	introduction
		Did my opinion end with a strong conclusion?	linking words
		Does your conclusion sum up or restate your opinion or purpose?	connect
		What linking words could you use to help your reader follow your thinking?	concluding statement
<b>W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>	Explain the difference between writing text to inform or explain. Write a topic sentence,	Are you writing to inform or explain?	topic
	Group related information together.	What is your topic?	inform
	Use fact, definitions, and details to develop topic.	Did you begin your writing with a topic sentence?	explain
	Use linking words and phrases to connect ideas	What example, definitions, and details will you use to explain your topic?	facts
	Conclude writing by using a statement or explanation	Talk to a partner about your topic. Can you get a quote from your partner for your writing?	definitions
		Why did you choose this topic?	topic sentence
		What details will you use to explain your topic?	examples
		Can you use a quote? Why would this be important?	definitions



		Where can you find more information about your topic?	details
			quote
<b>W.2.3 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.</b>	Write a narrative with details and short sequence of events	Who is your story about?	setting
	Identify the narrator who is telling the story	Where does your story take place?(Setting)	major/minor
	Move smoothly from one event to another	Why was this setting important to your story?	character
	Use the character's words to help explain what is happening in the story, Use dialogue	Did you use words like earlier, later, soon,to show how time is changing in the story?	problem
	Use time words to move the story forward	What problem will the main character face?	information
	Identify and include story elements in the writing	Does the problem change the character's acts or thoughts?	details
		Have you used details that will help your readers see and know the characters?	descriptive words
		What events will lead up to your conclusions?	event sequence
		Where can you add more descriptive words and information to make your story more exciting?	details
			experience
<b>FOUNDATIONAL SKILLS</b>			
<b>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</b>	Distinguish long and short vowels in one syllable words	Are there any chunks you know that can help you figure out what the word means?	long vowels
	Decode regularly spelled two-syllable words with long vowels	Does the word have suffixes or prefixes you know?	short vowels
	State the meaning of common prefixes such as re-: un-; dis,etc.	How many parts do you hear in that word?	
	Recognize the derivational suffixes ( eg ly, ish, hood, ness, ful, ment, etc) and explain how they change the meaning of the word.	Does this have a long or short vowel? How do you know?	



	add suffixes appropriately to the ending of a word	What are some of the rules for one syllable words that help you know if the vowel is long or short?	
	Recognize and use common syllable patterns such as doubles, to help decode multi-syllable words	Look at this passage. What are the long vowel words? What are the short vowel words?	evidence
		What strategies can you use when you don't understand the text?	
<b>RF.2.3a Distinguish long and short vowels when reading regularly spelled one syllable words.</b>	Distinguish long and short vowels in one syllable words		
<b>RF.2.3b know spelling sound correspondences for additional common vowel teams</b>	know spelling-sound correspondences for additional common vowel teams.		common vowel teams
<b>RF.2-3c: Decode regularly spelling two syllable words with long vowels</b>	decode regularly spelled two-syllable words with long vowels	What is another way of saying two or more vowels together that make one sound, a vowel team or vowel _____ ( digraphs)?	
		What is the sound made by vowel teams "ie", "aw"?, "oa"?, "au", "ow"?, "oo"?. "ay"?	
		What are words with vowel digraphs that you know? "ie" words?, "oa" words?, "ay" words?, "oo" words? "igh" words?	
		Which sounds can be spelled with different combinations of letters? for example, "a" can be written as ("a", "ai", or "ay")	
		VC-e,vowel pairs, r-controlled, consonant + le an example of each)	



		This word is made up of _____ syllables, in the first syllable, the vowel is _____ and in the second syllable the vowel is _____. (ex. reread, explain, between, window, etc).	
		What is your strategy for decoding two syllable long and short vowel words?	
		What are the types of syllables (open, closed)?	
		Did you reread the part you didn't understand?	
		Make your reading sound like the characters are talking	
		Make your voice go down when you see a period at the end.	
<b>RF.2.3d Decode words with common prefixes and suffixes</b>	state the meaning of common prefixes such as re-, un- dis-, etc.	Go back and reread when it doesn't sound right.	prefixes
	add suffixes appropriately to the ending of a word.	What are prefixes? suffixes? root words?	suffixes
	recognize the derivational suffixes ly, ish, hood, ful, ness, ment, and how they change the meaning of a word.	How do you decode affixes?	meaning
	recognize Latin suffixes such as ment, ation, ly, able/ible	Does adding a prefix or suffix to a word change its meaning?	patterns
<b>RF.2.3 e identify words with inconsistent but common spelling sound correspondence</b>		How do you decode multisyllable words?	syllable
		How do you decode double consonants	
		What letters go with the ending _____ink?	
<b>RF.2.3f Recognize and read grade appropriate irregularly spelled words.</b>	know and read fluently irregularly spelled words	What does the word irregular mean?	irregular
		What is an irregularly spelled word? Give examples.	doubles



		How do you remember how to write and irregularly spelled word?	suffixes
		How does your knowledge of phonics and word morphology help you spell words with regular and irregular spellings?	
<b>RF.2.4 Read with sufficient accuracy and fluency to support comprehension</b>	Set a purpose for reading	Why did you choose this selection?	paragraph
	Use expression when reading	Can you read this paragraph fluently and with expression?	purpose
	Use strategies for self correction	What strategies can you use when you don't understand the text?	fluently
	Skim text to check for understanding	Did you skim the page looking for the information?	skimming
	Scan text to confirm understanding	What does it mean to read fluently?	scanning
	Self-monitor for understanding	Why is it important to scan the page?	expression
		Did you re-read the part you didn't understand?	self-monitoring
		Make your reading sound the characters are talking.	multi-syllable
		Make your voice go up when you see a question mark.	prefixes
		Make your voice go down when you see the period at the end.	
		Go back and reread when it doesn't sound or look like you think it should.	appropriate
		Make your voice go up when you see a question.	
	Can you read this paragraph fluently and with expression?		
<b>LANGUAGE</b>			
<b>L.2.1 Demonstrate command of the conventions of standard</b>	Identify and define collective nouns presented in a variety of texts.	Listen as I read what you wrote. Did that sound right? Read what you wrote slowly? Did you write what you just said?	collective noun irregular verbs pronouns



<p><b>English grammar and usage when writing or speaking.</b></p> <p><b>a. Use collective nouns (e.g., group).</b></p> <p><b>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b></p> <p><b>c. Use reflexive pronouns (e.g., myself, ourselves).</b></p> <p><b>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b></p> <p><b>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p><b>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</b></p>	<p>Distinguish between common, proper, and possessive, and collective nouns.</p> <p>Demonstrate the use of collective nouns in oral and written language.</p> <p>Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats.</p> <p>Form the plurals of frequently occurring singular irregular nouns.</p> <p>Demonstrate the use of plural irregular nouns in oral and written language.</p> <p>Identify and define reflexive pronouns in text presented in a variety of formats.</p> <p>Demonstrate the use of reflexive pronouns in oral and written language.</p> <p>Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.</p> <p>Form the past tense of frequently occurring irregular verbs.</p> <p>Demonstrate the correct use of past tense verbs in oral and written language.</p> <p>Analyze writing models for correct use of irregular verbs.</p> <p>Identify and define adjectives and adverbs in text presented in a variety of formats.</p> <p>Distinguish between adjectives and adverbs.</p> <p>Demonstrate the correct use of adjectives and adverbs in oral and written language.</p> <p>Strengthen writing by using adjectives and adverbs correctly to expand sentences.</p>	<p>Is there another word that would be specific?</p> <p>How might you write the plural of that word?</p> <p>Can you add adjectives to your sentence?</p> <p>Can you tell where the action happened?</p>	<p>adjectives</p> <p>produce</p> <p>simple sentence</p> <p>compound sentence</p> <p>past tense</p>
---	--	---	--



	<p>Distinguish between a sentence and a fragment.</p> <p>Distinguish between declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Produce simple and compound sentences independently or in response to prompts.</p> <p>Strengthen writing by using learned parts of speech to expand sentences.</p>		
<p><b>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Capitalize holidays, product names, and geographic names.</b></p> <p><b>b. Use commas in greetings and closings of letters.</b></p> <p><b>c. Use an apostrophe to form contractions and frequently occurring possessives.</b></p> <p><b>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b></p> <p><b>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p>	<p>Distinguish between common and proper nouns.</p> <p>Demonstrate correct capitalization of holidays, product names, and geographic names in writing.</p> <p>Analyze writing models for correct capitalization.</p> <p>Identify the components of a letter.</p> <p>Demonstrate the correct use of commas when writing letters (correspondence).</p> <p>Identify and explain the purpose and formation of contractions and possessives.</p> <p>Demonstrate correct formation and use of contractions and possessives.</p> <p>Analyze writing models for correct use and formation of contractions and possessives.</p> <p>Identify common spelling patterns.</p> <p>Demonstrate use of learned spelling patterns when writing.</p> <p>Apply alphabet knowledge to use beginning dictionaries to check and correct spelling.</p> <p>Strengthen writing by using reference materials when drafting and editing.</p>	<p>What words in this sentence should be capitalized?</p> <p>Remember to capitalize the name of a place.</p> <p>What punctuation do you need to show something belongs to someone?</p> <p>When you combine two words to make a contraction you need to add an apostrophe.</p> <p>What can you use to help you check your spelling?</p>	<p>capital</p> <p>holidays</p> <p>product names</p> <p>apostrophe</p> <p>contractions</p> <p>greeting letter</p> <p>spelling patterns</p>



<b>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings</b>	Understand literal and nonliteral meanings	Where do you think the word _____ comes from?	shades of meaning
	Understand that words have shades of meaning	What is the author telling us when he used the word---spicy?	literal meaning
<b>RL2.5a Identify real life connections between words and their use ie. foods that are spicy, juicy</b>	Understand the connections between the words and their use	In what other context could this word be used?	adjectives
<b>RL2.5b distinguish shades of meaning among closely related verbs e.g. toss, throw, hurl and closely related adjectives eg thin, slender skinny, scrawny</b>		When you self-monitor, you_____	adverbs
		Without changing the meaning, what word could you add to make the sentence stronger?	context
		What word would best describe this character?	specific
		What is the literal meaning of this sentence?	real-life connections
		What real-life connection can you make?	
		Which word is the best to use so that we can really show what this is like?	
	Let's make a list from _____ to _____ so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)		

## Mastery Standards for Third Grade

<i>Reading for Literature</i>	
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<i>Reading for Information</i>	
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.7</b>	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).
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b><i>Foundational Reading</i></b>	
<b>RF.3.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
<b>RF.3.4</b>	<p>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 on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b><i>Writing</i></b>	
<b>W.3.1</b>	<p>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., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
<b>W.3.2</b>	<p>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., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
<b>W.3.3</b>	<p>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 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</p>



	<p>characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
<b><i>Speaking and Listening</i></b>	
<b>SL.3.2</b>	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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b><i>Language</i></b>	
<b>L.3.1</b>	<p>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>
<b>L.3.2</b>	<p>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>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>
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.



<p>a. Distinguish the literal and non-literal 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, believed, suspected, heard, wondered).</p>
---

3rd Grade			
Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<p><b>RL.3.1 Ask and answer questions to demonstrate understanding of a text.referring explicitly to the text as the basis for answers</b></p>	<p>Ask questions about a text</p> <p>Skim texts, scan texts to locate information</p> <p>Synthesize information about a text in order to answer questions</p> <p>Answer questions about the text</p> <p>Cite evidence from the text</p> <p>Use clues from text organization: titles, illustrations, etc.</p> <p>Recall information and where it is located in a text</p>	<p>Questions, Stems, and Prompts</p> <p>Retell the story in sequential order.</p> <p>Who were the major/minor characters?</p> <p>What were the major/most important events?</p> <p>Where does the story take place? How do you know?</p> <p>What in the text leads you to that answer? (Show me where_____)</p> <p>What details are the most important?</p> <p>Ask a wh question to your partner and have them explain where they found the answer.</p>	<p>question</p> <p>demonstrate</p> <p>understanding</p> <p>text</p> <p>details</p> <p>sequence</p> <p>event</p>
<p><b>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</b></p>	<p>Ask questions about a text</p> <p>Skim texts, scan texts to locate information</p> <p>Synthesize information about a text in order to answer questions</p> <p>Answer questions about the text</p> <p>Cite evidence from the text</p> <p>Use clues from text organization: titles, illustrations, etc.</p> <p>Recall information and where it is located in a text</p>	<p>Who, or what, is this text about?</p> <p>Where in the text can you find that answer?</p> <p>What in the text leads you to that answer?</p> <p>Show me where the author says that.</p> <p>Can you tell your partner who/what the text was about?</p> <p>What are the main ideas in the reading?</p> <p>Can you show me in the text, the basis for your answers?</p>	<p>question</p> <p>answer</p> <p>demonstrate</p> <p>refer</p> <p>understanding</p> <p>text</p>



<p><b>RI.3.6 Distinguish their own point of view from that of the author of a text.</b></p>	<p>Identify the author's point of view in the text          Identify their own point of view on the text          Identify the language or ideas expressing what the author believes about the information he/she is presenting</p>	<p>Who is providing the information?          What is the author's point of view?          Is the author relating information, or is he/she trying to convince you of an idea?          Do you agree, or disagree, with what the author has said so far?          Compare the accounts and how they were presented in the text.          Why do you think the authors describe the events, or experiences, differently?          Can you explain your thoughts about what you read? Explain how you agree or disagree with the author.</p>	<p>valid          information          authors          point of view          provide          accounts          text</p>
<p><b>RI.3.7 Use information gained from illustrations, maps, photographs and the words in a text to demonstrate understanding of the text. Where, when, and how key events occur.</b></p>	<p>Explain how illustrations contribute to understanding a story          Explain how illustration contribute to the words that the author uses to create mood          Explain how illustration(s) contribute to the words that the author uses to describe characters or settings</p>	<p>What can you do, if you don't understand a map, graph, chart, or other feature in an informational text?          What information can you obtain from the map?          Can you tell me what the "key/legend" of the map conveys?          Looking at the illustration, how does it relate to the text? Why is this important in helping you understand?          Why and how did the event occur?          Why is the map key, or legend, important?          What text features help you understand when the event occurred?</p>	<p>determine          information          occur          illustration          map          convey          key/legend          event          interpret</p>
<p><b>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</b></p>	<p>Recall information and where it is located in a text</p>	<p>What are the key details in this text?          How will you keep track of the points the authors are making in each text?          What details does the author use to support his point?</p>	<p>compare          contrast          similar          different          points          topics</p>



		<p>Can you tell your partner what is the same/different about what you are reading in the two texts?</p> <p>What information is in this text that was not included in the other text?</p> <p>How are the text features similar or different in the two texts?</p>	key details
<p><b>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <p><b>b. Decode words with common Latin suffixes.</b></p> <p><b>c. Decode multisyllable words.</b></p> <p><b>d. Read grade-appropriate irregularly spelled words.</b></p>	<p>Understand that meaningful chunks can be added to words to change their meaning</p> <p>Understand that prefixes are added to the beginning of the word</p> <p>Know the meaning of common prefixes such as re-; un-; dis-; etc.</p> <p>Understand that suffixes are added to the ending of a word</p> <p>Recognize the derivational suffixes, ly-; -ish; -hood;-ful; ness; ment; etc, and how they change the meaning of a word</p> <p>Recognize common Latin suffixes, such as -ment; -ation, -ly; -able/ible; etc.</p> <p>Recognize and use common syllable patterns such as doubles, to help decode multi-syllabic words</p> <p>Know and read fluently regularly spelled words</p>	<p>What parts can this word be broken into?</p> <p>What parts do you hear?</p> <p>What is the root word?</p> <p>Are there any patterns that you recognize?</p>	<p>phonics</p> <p>decode analyze</p> <p>suffixes</p> <p>prefixes</p> <p>multi-syllable</p> <p>appropriate</p> <p>irregular</p> <p>Latin</p>
<p><b>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p>	<p>Read with accuracy to support comprehension</p> <p>Read with fluency to support comprehension</p> <p>Skim text</p>	<p>How do you describe a fluent reader?</p> <p>What is your reading rate? What is your fluency goal?</p> <p>How can you improve your fluency?</p> <p>How can you improve your reading accuracy?</p> <p>What can you do when I story you are reading doesn't make sense?</p>	<p>accuracy</p> <p>fluency</p> <p>selection</p> <p>strategies</p> <p>skim</p> <p>scan</p> <p>paragraph</p> <p>expression</p>



<p><b>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>			self-monitor
<b>WRITING</b>			
<p><b>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</b></p>	<p>Clearly state their opinion about a topic          Supply reasons for their opinion          Build an argument by linking their ideas together          Choose facts, definitions, and details to support and clarify their opinions and reasoning          Apply the prewriting and planning stages of the writing process: gather information on a specific topic, paraphrase sources, use graphic organizers, cite sources, etc.</p>	<p>Who is your audience?          What is your purpose for writing?          What is your opinion on _____?          What reasons do you have for that opinion?</p>	<p>fact/opinion          supporting details          topic          point of view          introduction/conclusion          statements          support          organizational structure          linking words</p>
<p><b>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly</b></p>	<p>Use a variety of strategies for researching a topic (gathering data)          Select relevant information and take notes          Group like ideas          Present the ideas from beginning to end .          Apply the writing process: prewriting (gathering and organizing information on a topic), paraphrasing when taking notes from sources, grouping information by topic or idea</p>	<p>Are you writing to inform or explain?          What is your topic? Why did you choose that topic?          Are you writing to inform or explain or do you have another purpose?          If you are writing to inform, what facts are you providing? What is the source of these facts?          If you are writing to explain, what reasons are you providing for your opinion?</p>	<p>inform          explain          topic          explain          topic          examples          definitions          details          quotations</p>



	Select and/or create text features, as necessary to support the explanation/information		
<b>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>	Use description to show characters “thoughts and feelings as well as the details of characters” interaction through dialogue. Use dialogue to develop characters and events	Who is your narrative story about? What is your story about? Is it real or imagined? Where can you add more descriptive words and information to make your story more vivid and exciting? What is the sequence of events in your narrative? Why is the an effective sequence?	setting major/minor character problem information events sequence experience well chosen details descriptive words transition transitional words temporal sequence closing closure
<b>SPEAKING AND LISTENING</b>			
<b>SL.3.2 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.</b>	Recognize and explain the main ideas presented in a text when listening to the text read aloud Recognize and explain the main idea of information presented in diverse media and formats. Recognize what information is being conveyed through diverse media such as; graphs, videos, and digital resources Recognize supporting details in the above	What was the main idea of the ____ (text read aloud, video, etc.) Share with your partner. How did you decide this was the main idea? Using your own words, summarize the main idea and details of ____ (text, video, etc.) with your partner. Can you explain this ____ (image, graph, etc.)? Why is information put into charts or graphs? Can you think of any other information that could be graphed or charted?	oral graphs graphics summarize video media charts main idea supporting ideas
<b>SL.3.3 Ask and answer questions about</b>	Listen to understand what a speaker is saying Take notes if needed	What questions do you have for the speaker?	reasons points



<p><b>information from a speaker, offering appropriate elaboration and detail.</b></p>	<p>Answer the speaker's questions accurately Use facts, examples, explanations in your answer Infer messages that the speaker implies Ask questions for clarification</p>	<p>What is the speaker trying to tell you? (include details) What is the speaker doing to support what he/she is saying? Do you believe what the speaker is saying? Why? What response do you have to what the speaker was saying? What reasons made you agree/ disagree with what you heard or saw? Based on what you saw or heard, what conclusions did you come up with?</p>	<p>opinions conclusions speaker support evidence</p>
<p><b>LANGUAGE</b></p>			
<p><b>L.3.1 Demonstrate command of the conventions of standard english grammar and usage when writing or speaking</b></p>	<p>Write legibly using cursive or joined italics Know the rules that govern common grammar Understand subject/verb agreement Recognize and write simple, compound, and complex sentences Understand comparative and superlative</p>	<p>Say what you want to write out loud. Write it. Did you write what you just said? Read what you wrote slowly. Is there another word or phrase that would be a better fit? When you say or write the sentence, does it follow the rules you have learned for proper written English? Does it sound right? When might you need to write in cursive?</p>	<p>grammar cursive joined italics comparative superlative specific object simple, compound, complex sentences</p>
<p><b>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Understand the use of quotation marks to denote that someone is speaking or quoting from the text Understand the use of commas in dialogue Identify complete sentences and independent clauses Understand the use of capital letters at the beginning of a sentence, titles, and proper names</p>	<p>What is the purpose of capitalization? What would happen if we didn't capitalize words? What words in this sentence should be capitalized? How should this sentence be written to show someone is talking? What is the purpose of punctuation in our writing? What would happen if we didn't have punctuation? What are patterns you use when spelling words? How should this sentence be written correctly?</p>	<p>capitalization punctuation quotations dictionary appropriate affixes quotes conjunctions root word analogies</p>



	<p>Use spelling patterns, word roots, affixes, syllable construction</p> <p>Use dictionaries or digital media to look for the correct spelling of a word</p>		<p>generalization</p> <p>roots</p> <p>affixes</p> <p>compound and simple sentences</p> <p>conjunctions</p>
<p><b>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p><b>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</b></p> <p><b>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b></p> <p><b>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</b></p>	<p>Use words that have literal and non-literal meanings correctly</p> <p>Connect words and their use</p> <p>Use words with shades of meaning correctly</p>	<p>What real-life connections can you make from the word _____?</p> <p>In what other context could this word be used?</p> <p>What is your understanding of the phrase "shades of meaning".</p> <p>Without changing the meaning, what word could you add to make the sentence stronger?</p> <p>What is the literal meaning of this word?</p> <p>What is the purpose of writing with "non-literal" words or phrases? Give an example of a non-literal word meaning.</p>	<p>context</p> <p>specific</p> <p>shades of meaning</p> <p>literal meaning</p> <p>non-literal meaning</p> <p>real-life connections</p>

## Mastery Standards for Fourth Grade



<b><i>Reading for Literature</i></b>	
<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b><i>Reading for Information</i></b>	
<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>RI.4.7</b>	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.
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b><i>Foundational Reading</i></b>	
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
<b><i>Writing</i></b>	
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) d. Provide a concluding statement or section related to the opinion presented.
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.



	<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., another, for example, also because).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
<b>W.4.3</b>	<p>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>
<b>W.4.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>
<b><i>Speaking and Listening</i></b>	
<b>SL.4.1</b>	<p>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>
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.4.3</b>	Identify the reasons and evidence a speaker or media source provides to support particular points.
<b><i>Language</i></b>	
<b>L.4.1</b>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use interrogative, 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 adjectives within sentences according to 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>h. Write fluidly and legibly in cursive or joined italics.</p>
<b>L.4.2</b>	<p>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 and 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>
<b>L.4.4</b>	<p>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 and to identify alternate word choices in all content areas.</p>
<b>L.4.5</b>	<p>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>

4th Grade			
Standards	Skills	Question Stems	Vocabulary



READING			
<p><b>RL.4.1 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.</b></p>	<p>Identify details and examples in a text            Answer comprehension questions about the story, poem or drama            Draw inferences from the text            Refer to specific examples and details to explain what is said explicitly in the text            Refer to specific examples and details to support inferences</p>	<p>What does the author mean when he/she says ____?            Which specific details in the story (poem or drama) lead you to that conclusion?            What can you infer from what you have read so far?            Why do you think that____? Can you give specific examples from the story (poem or drama) that support your thinking?</p>	<p>infer            example            details            text            specific            support            author's purpose            explain</p>
<p><b>RI.4.1 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.</b></p>	<p>Identify details and examples            Draw inferences            Explain what the text says            Answer comprehension questions about the text            Cite specific examples and details to support inferences</p>	<p>Where does it explicitly say ____? What is inferred?            What does the author mean when he/she writes ____?            Which details in the text led you to that conclusion? Point out these details.            Why do you think that____? What in the text made you think ____?            What did you infer from?            Can you give specific examples from the text that support your thinking?</p>	<p>inference            example            details            text            specific            support            author            message            purpose            explain</p>
<p><b>RI.4.6 Assess how point of view or purpose shapes the content and style of a text.</b></p>	<p>Determine how the first and secondhand accounts of the events or topic are similar and different            Describe the differences in the information provided between first and secondhand accounts            Compare and contrast the focus of the text between a person who was there at the time, from the focus of someone who wasn't there at the time</p>	<p>Who is providing the information? Where they there at the time that this happened?            Compare the account these two people are giving. What are the differences in how they tell the events?            Why do you think the information is different?            Do you think that the people in the text are looking at the event in the same way? Why might their focus be different?</p>	<p>accounts            experience            firsthand            secondhand            compare and contrast            focus            topic            describe            difference            information</p>



		Why might the author describe the events or experiences using a firsthand account vs. using a secondhand account?	
<b>RI.4.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	<p>Explain what the information presented visually or orally in charts, graphs, diagrams, timelines, animations, and on the internet means</p> <p>Explain how the information presented visually or orally in charts, graphs, diagrams, timelines, animations, and on the internet contributes to the understanding of the text</p>	<p>What does this chart (graph, timelines, etc.) mean?</p> <p>What helped you understand this chart? The legend? Headings? Visual supports?</p> <p>Can you tell if the amount of ____ is increasing or decreasing? Does the graph/chart or the text explain why this might be happening?</p> <p>When did this event happen on the timeline? Why is the author showing a timeline of events?</p> <p>How does the diagram help us understand the topic?</p> <p>Can you explain what the animation is showing? Why is animation important to better understand what the author is communicating?</p> <p>What other information would you liked the author to present visually, orally or quantitatively and why?</p>	<p>interpret information graphs charts legends diagrams time lines animation increase decrease explain analyze contributes</p>
<b>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b>	<p>Find the common information and details when reading two different texts on the same topic</p> <p>Determine which details in the both texts are important</p> <p>Compare the details in the text to identify contrasting or opposing information</p>	<p>What did you learn from each of these pieces about the topic of _____ ?</p> <p>Were there details in this piece that you found in the other text?</p> <p>How are you deciding what details are important enough that you need to include them when you are writing?</p>	<p>integrate information combine topic details knowledgeable subject</p>



	Combine the information when writing or speaking	Did the author of this text write something, that the other author didn't write, that you need to include? How are you keeping track of the details yet summarizing the two texts for your writing or oral presentation?	
<p><b>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p>	<p>Recognize when a word can be identified by letter-sound correspondences vs. syllabication patterns vs. morphology. Use knowledge of root (e.g. chron) and affixes to accurately read words (e.g. chronicle, synchronize) in and out of context.</p> <p>Use one or more strategies to analyze the word (e.g., direct one-to-one correspondence, syllabication rules, and morphological analysis).</p> <p>After applying one or more strategies, read word, check for accuracy (i.e., ask "Is this a word I've heard before? Does that make sense in this sentence?")</p> <p>Read unfamiliar multisyllabic words in and out of context</p>	<p>Show me how you would decode that word.</p> <p>Which letter-sounds do you know in this word and which are harder or unfamiliar to you?</p> <p>Are there any familiar parts (base words, root words, or affixes) in the word that you can use to help you? Can you divide the word into syllables that are known to you?</p> <p>You can use more than one strategy to decode unknown words. Which strategies do you need to use on this word?</p>	<p>letter-sounds</p> <p>syllabication pattern</p> <p>context</p> <p>skills</p> <p>roots</p> <p>base words</p> <p>affixes</p> <p>accurately</p>
<p><b>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>a. Read on-level text with purpose and understanding.</b></p> <p><b>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b></p>	<p>Read with accuracy to support comprehension</p> <p>Read with fluency to support comprehension</p> <p>Skim text</p>	<p>What is your reason for reading this selection?</p> <p>Are the words making sense? What can you do when the words/story/text doesn't make sense?</p> <p>What strategies can you use to help you understand what you are reading?</p>	<p>self-correction</p> <p>self-monitoring</p> <p>fluency</p> <p>comprehension</p> <p>re-reading</p> <p>expression</p> <p>skim</p> <p>scan</p>



<p><b>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</b></p>		<p>Don't forget to skim the text, so you know what you will be reading about.          Did you scan the page before starting to read?          After looking at the question, can you scan the page for an answer?          Can you make reading aloud sound like you were talking?</p>	
<b>WRITING</b>			
<p><b>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>  <b>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</b>  <b>b. Provide reasons that are supported by facts and details.</b>  <b>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</b>  <b>d. Provide a concluding statement or section related to the opinion presented.</b></p>	<p>Write an opinion piece on a topic or text          Clearly state the opinion and maintain focus on this opinion          Create a logical progression of ideas from beginning to end          Support reasons with facts and details          Use transitional words to clarify the relationships between and among ideas          Write a conclusion          Relate the conclusion to the opinion</p>	<p>What is your opinion about ____?          What reasons will you use to support your opinion?          What information will you use to support your opinion?          How is your writing organized?          Chronological          order, cause and effect, problem/solution, etc.?          Does your conclusion restate your opinion?          Which words or phrases help move the reader          logically between your opinions to your reasons for that opinion?</p>	<p>fact          opinion          text          structure          conclusion          support          reasons          linking words/phrases          transitional words</p>
<p><b>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p>	<p>Writing nonfiction that describes, explains, informs, or summarizes ideas and content clearly and accurately</p>	<p>Are you writing to inform or to explain?          What is your topic?          What will be your topic sentence?</p>	<p>inform          explain          describe          topic</p>



<p><b>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</b></p> <p><b>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</b></p> <p><b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>e. Provide a concluding statement or section related to the information or explanation presented.</b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Use a variety of sentence structures and more complex sentences.</p>	<p>Can you organize your ideas using a cluster web?</p> <p>How will you finish your writing?</p> <p>Is there another word you can use?</p> <p>Let's brainstorm another way to say that.</p> <p>Where are your examples, definitions and details?</p> <p>What do others say about your topic? Can you include a quote from the information?</p> <p>Are there illustrations, or other media you can use as a source to make your text easier to understand?</p>	<p>conclude</p> <p>illustrator</p>
<p><b>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <p><b>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</b></p> <p><b>b. Use dialogue and description to develop experiences and events or</b></p>	<p>Use a variety of writing techniques to sustain a story over multiple paragraphs (events) and engage the reader.</p> <p>Use a variety of sentence structures and more complex sentences.</p>	<p>Who will your story be about; where and when will it take place?</p> <p>Who is telling the story?</p> <p>What problem will the main character face?</p> <p>How will the problem change the character?</p> <p>Can you add more descriptions to your setting?</p> <p>What actions will the characters take in response to the events in the story?</p>	<p>problem</p> <p>character</p> <p>detail</p> <p>description</p> <p>setting</p> <p>audience</p>



<p>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>Remember to show, not just tell.</p> <p>Did you lead up to your conclusion?</p> <p>What events will lead up to your conclusion?</p>	
<p><b>W.4.9b 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”).</b></p>	<p>State why the text was written</p> <p>State the main points the author is making</p> <p>Analyze the reasons and evidence that the author uses to support the points</p>	<p>What will be the focus of your response or reaction to the informational text you read?</p> <p>What was the author's purpose?</p> <p>What were the main points the author made? What reasons supported these points? What evidence did the author give?</p> <p>Compare (and or contrast) two points or ideas that are discussed in this text.</p> <p>How did the author organize the information in the passage? (chronological, compare/contrast, definition/information, cause/effect, etc.)</p> <p>How did that organization contribute to your understanding of the text?</p> <p>Does the author present information in a way that is interesting? If so, how does he or she achieve this?</p>	<p>informational texts</p> <p>main point</p> <p>reason</p> <p>evidence</p>
<p><b>SPEAKING AND LISTENING</b></p>			



<p><b>SL.4.1 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.</b></p> <p><b>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</b></p> <p><b>b. Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <p><b>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.</b></p> <p><b>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</b></p>	<p>Actively engage as part of a whole class, in small groups, and with a partner about grade appropriate topics and texts (book groups, buddy reading, literature circles, etc)</p>	<p>Today, you will be working in your teams. You will each state one idea you had about ____.</p> <p>Ask your shoulder partner...?</p> <p>I will give you 1 minute to tell your partner everything you learned about____.</p> <p>Remember if you are partner A, you will talk first, and partner B will listen.</p>	<p>discussion conversation group work understanding role</p>
<p><b>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>	<p>State the main idea and information presented</p> <p>Summarize what you heard</p> <p>Paraphrase the information presented through diverse media, such as graphs, graphics, video, digital resources</p>	<p>Summarize orally what you read.</p> <p>Share the main idea with you partner.</p> <p>How did you decide that these were key details?</p> <p>Tell your group what information the author represented in the graph/chart.</p> <p>Using your own words, what were the main ideas</p>	<p>diverse media orally portion quantitatively formats charts graphs</p>



		<p>presented in the video?          What media did the author use to present his/her ideas? Why do you think the author chose to present his/her ideas this way?          What portion of the text, made you think that?</p>	<p>video          graphics</p>
<p><b>SL.4.3 Identify the reasons and evidence a speaker or media source provides to support particular points.</b></p>	<p>Identify the reasons a speaker gives to support their argument          Understand that evidence can be examples, facts, or images          Know that facts, examples, and explanations can be used as support for an opinion          Infer the messages conveyed through media sources</p>	<p>Why is the speaker trying to make these particular points?          What is this (media) trying to tell you?          What reasons does the speaker give to support his points?          Give an example of the type of evidence the speaker used to support his/her point.          Do you believe what the speaker is saying? Why? What reasons made you agree/ disagree with what you heard or saw?          Based on what you saw or heard, what conclusions did you come up with?</p>	<p>media          reasons          speaker          support          evidence          points          opinion          conclusions</p>
<b>LANGUAGE</b>			
<p><b>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <b>a. Use interrogative, relative pronouns (who, whose, whom,</b></p>	<p>Know the rules that govern grammar usage such as:          how to use pronouns          correct use of progressive verb tenses          when to use modal verbs to express conditions</p>	<p>Your sentence is grammatically incorrect, can you identify the incorrect part and correct it?          What strategies do you use to make sure you are using the correct grammar in writing and speaking?</p>	<p>pronouns          progressive verbs          auxiliary words          adjectives          prepositional phrbs          command</p>



<p><b>which, that) and relative adverbs (where, when, why). CA</b></p> <p><b>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</b></p> <p><b>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</b></p> <p><b>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</b></p> <p><b>e. Form and use prepositional phrases.</b></p> <p><b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</b></p> <p><b>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</b></p> <p><b>h. Write fluidly and legibly in cursive or joined italics.</b></p>	<p>conventional English patterns for adjectives and adverbs</p> <p>how to form prepositional phrases</p> <p>how to produce complete sentences and correct fragments and run-ons</p> <p>correct use of homonyms</p> <p>no systematic pattern of errors when writing and speaking</p>	<p>Listen as I read what you wrote. Did that sound right?</p> <p>Could you write that correctly so that it makes sense when I read it?</p> <p>What is this sentence missing?</p>	<p>run-ons</p> <p>fragments</p> <p>Standard English grammar</p>
<p><b>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use correct capitalization.</b></p> <p><b>b. Use commas and quotation marks to mark direct speech and quotations from a text.</b></p>	<p>Capitalize words at the beginning of a sentence, titles and proper names</p> <p>Use of quotation marks to denote that someone is speaking</p> <p>Use of quotation marks when quoting from a text</p> <p>Identify independent clauses</p> <p>Use commas correctly in dialogue</p>	<p>Remember to use correct grammar when you are speaking or writing.</p> <p>What are some strategies you can use to help you write correctly?</p> <p>What is the correct way to write the underlined part of the sentence?</p> <p>Which sentence is written correctly?</p> <p>How should this be punctuated?</p>	<p>capitalization rules</p> <p>punctuation rules</p> <p>spelling strategies</p>



<p><b>c. Use a comma before a coordinating conjunction in a compound sentence.</b></p> <p><b>d. Spell grade-appropriate words correctly, consulting references as needed.</b></p>	<p>Use spelling patterns, word roots, affixes, syllable construction to help spell words correctly</p> <p>Use generalizations and analogies when spelling</p> <p>Use dictionaries, or digital media, to look for the correct spelling of a word</p>	<p>How should this be written to show that someone is talking?</p> <p>There are errors in this sentence; which words should be capitalized?</p> <p>Do you know another word like that?</p>	
<p><b>L.4.4 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.</b></p> <p><b>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</b></p> <p><b>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</b></p>	<p>Have strategies for solving unknown words: context clues, root words, affixes, etc.</p> <p>Access reference materials, including digital, to help determine the precise meaning of key words</p>	<p>What strategies have you tried to help you figure out what this word means?</p> <p>What strategies would not be helpful in figuring out what this word means?</p> <p>Which reference materials are the most helpful in determining or clarifying the meaning of an unknown word?</p> <p>What are multiple meaning words? How do you determine which meaning is the correct meaning when you are reading or writing?</p>	<p>definitions meaning strategies</p>
<p><b>L.4.5 Demonstrate understanding of figurative language, word</b></p>	<p>Know the literal meaning of words</p>	<p>What is the purpose of writing with “figurative” words or phrases?</p>	<p>shades of meaning literal meaning</p>



<p><b>relationships, and nuances in word meanings.</b></p> <p><b>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</b></p> <p><b>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p> <p><b>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</b></p>	<p>Identify if a word has an antonym or synonym</p> <p>Know that words have various levels of meaning, including literal or figurative</p> <p>Understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R.)</p>	<p>What is the literal meaning of this sentence?</p> <p>How might you compare those two objects?</p> <p>Without changing the meaning, what word could you add to make the sentence stronger?</p> <p>In what other context could this word be used?</p>	<p>non-literal meaning</p> <p>context</p> <p>purpose</p> <p>describe</p> <p>meaning</p>
---	---	--	---

## Mastery Standards for Fifth Grade

<b><i>Reading for Literature</i></b>	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b><i>Reading for Information</i></b>	



<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.5.7</b>	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.
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Foundational Reading</b>	
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
<b>Writing</b>	
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear



	<p>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>
<b>W.5.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards 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>
<b><i>Speaking and Listening</i></b>	
<b>SL.5.1</b>	<p>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>
<b>SL.5.2</b>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<b>SL.5.3</b>	<p>Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p>
<b><i>Language</i></b>	
<b>L.5.1</b>	<p>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>
<b>L.5.2</b>	<p>Observe conventions of capitalization, punctuation, and spelling.</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>
<b>L.5.4</b>	<p>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 and to identify alternate word choices in all content areas.</p>
<b>L.5.5</b>	<p>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>

<b>5th Grade</b>			
<b>Standards</b>	<b>Skills</b>	<b>Question Stems</b>	<b>Vocabulary</b>
<b>READING</b>			



<p><b>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p>	<p>Identify details and examples in text Use the author's name or exact expressions, what the author stated, and/or in the author's opinion when quoting from the texts Cite specific examples and details to support inferences</p>	<p>-Why did the author write this passage? -What inferences can you make? -What information would you need to support the inference? -What can you conclude from this passage? -Why do you think that? -Can you give specific examples from the text that support your thinking? -Can you show me where in the text the author says that?</p>	<p>explicit inference textual evidence conclude author's purpose quote</p>
<p><b>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p>	<p>Identify details and examples in text Use the author's name or exact expressions, what the author stated, and/or in the author's opinion when quoting from the texts Cite specific examples and details to support inferences</p>	<p>-Why did the author write this passage? -What inferences can you make? -What information would you need to support the inference? -What can you conclude from this passage? -Why do you think that? -Can you give specific examples from the text that support your thinking? -Can you show me where in the text the author says that?</p>	<p>explicit inference textual evidence conclude author's purpose quote</p>
<p><b>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b></p>	<p>Identify multiple accounts as firsthand (people who were there at the time) and/or secondhand (someone who learned of the event from someone else) accounts Describe similarities and differences between two accounts of the same event or topic Explain how point of view includes the account of the event or the presentation of the topic.</p>	<p>-What are the sources for the different accounts of the event or topic? -Are these first- or secondhand accounts of the events? -Describe the similarities between the accounts. -Using the books, can you find some important differences in their accounts of the events or topics? -Describe the differences between _____ and _____. -What details did the author provide to convey the difference between _____ and _____?</p>	<p>topic similarities differences point of view</p>



		<p>-Why do you think the authors describe or tell about the events or topics differently?</p> <p>-Why would the point of view be different in these versions?</p>	
<p><b>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</b></p>	<p>Use reference materials in libraries such as: atlas, glossaries, encyclopedias</p> <p>Access digital information sources such as: Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com</p> <p>Use key terms to focus an internet or print search</p> <p>Ask and answer questions to focus one's research</p> <p>Skim and scan print media to locate answers</p> <p>Determine if a source is credible</p>	<p>-Use Internet sources to find the answer to ____.</p> <p>-Use the information from ____ and ____ to find the answers to ____.</p> <p>-How would you solve the problem of ____?</p> <p>-Where would you find this answer?</p> <p>-Summarize information from different formats.</p> <p>-Can you use the information from several different sources to come up with a solution to that problem?</p> <p>-Which search engine would be the best to use in order to locate the answer to the question?</p>	<p>print sources</p> <p>digital sources</p> <p>efficiently</p> <p>locate</p> <p>synthesize</p> <p>summarize</p> <p>topic</p> <p>solution</p>
<p><b>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b></p>	<p>Research several texts on the same topic</p> <p>Organize information from several sources</p> <p>Find the common details about a topic when reading different texts</p> <p>Compare the text to find key details/ideas which are different</p> <p>Combine the most important information</p> <p>Write or speak about a subject knowledgeably</p>	<p>What did you learn from this piece of text about __topic__?</p> <p>Were there important details in this text that were not in the other?</p> <p>How are you deciding what details are important enough that you need to include them when you are writing?</p> <p>Did the author of this text write something that you need to include that the other didn't?</p> <p>How are you keeping track of the information so that you can put it together when you are writing or speaking?</p> <p>Does that sound like you know what you are talking about?</p>	<p>compare</p> <p>contrast</p> <p>differ</p> <p>knowledgeably</p> <p>integrate</p>
<p><b>RF.5.3 Know and apply grade-level phonics and</b></p>	<p>Use phonics to decode unfamiliar words</p>	<p>Can you decode all of the sounds in this word in order?</p>	<p>letter-sounds</p> <p>syllabication pattern</p>



<p><b>word analysis skills in decoding words.</b>  <b>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</b></p>	<p>Use word analysis (e.g. roots, affixes) skills to decode unfamiliar words</p>	<p>Are there any familiar parts in that word that you can use to help you decode the word?          Do you know any other words like this?          Which sound symbol relationships are difficult for you? What is your plan to address this area?          Explain the first steps you take when you decode an unfamiliar word.          This is the last year you will be working on our reading foundational skills, what have been your biggest improvements in this area since 3rd grade?          Are there any skills you still would like to improve in?</p>	<p>context          skills          roots          affixes</p>
<p><b>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</b>  <b>a. Read on-level text with purpose and understanding.</b>  <b>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</b>  <b>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</b></p>	<p>Use expression when reading          Self-monitor for understanding          Re-read for fluency and comprehension          Scan ahead to improve fluency</p>	<p>What is your reason for reading this selection?          Do you understand what you are reading? What can you do if you do not understand?          Can you make your reading aloud sound like you were talking?          What can you do when the story/text doesn't make sense?          What strategies can you use to help you understand what you are reading?          Did you scan the text to get an idea about what you will be reading?          Did you scan the page before starting to read?          After looking at the question, can you scan the page for an answer?</p>	<p>self-monitoring          fluency          comprehension          checking for understanding          skim          scan</p>
<p><b>WRITING</b></p>			



<p><b>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p>	<p>Clearly state your opinion          Recognize facts from opinions          Use various organizational structures, such as cause and effect, chronological order, etc. to organize text          Support a point of view with reasons and information.          Group related ideas          Identify ideas not expressed logically          Use transitional words and phrases to help the reader follow the information          Writing a concluding statement</p>	<p>-What is your writing about? How will you support your opinion?          -What reasons do you state to explain your opinion?          -Which facts and details have you included that support your opinion?          -Should your reasons be placed in a specific order? Why, or why not?          -Is your writing logical?          -Does your concluding statement relate back to the opinion(s) you presented earlier in your writing?</p>	<p>organization          opinion          phrases          clauses          transitions          concluding statement          facts          details          logical</p>
<p><b>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p>	<p>Write an introduction that includes a topic sentence          Add illustrations, headings, pictures to make the writing understandable          Logically group information so that the writing remains focused          Include facts, definitions, quotes and examples to help convey information          Use appropriate vocabulary          Provide an effective conclusion</p>	<p>-How will you introduce your topic?          -How will you organize and group your information?          -How will you narrow the focus of your writing?          -Did you include examples, quotes and details about your topic?          -What do others say about your topic?          -Can you include a quote from the reading you did?          -Are there illustrations, or other media you can use as a source to make your text easier to understand?          -What relevant facts support the topic?          -What other details, facts, definitions can be added to your writing?          -What words/phrases will you use to link your ideas across paragraphs and the across the text?</p>	<p>informative          explanative          topic          focus          logical          links          categories          conclusion</p>
<p><b>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p>	<p>Outline the major events and settings of the story          Identify the narrator and point of view.          Use the character's words to help explain what is happening and what the character is thinking</p>	<p>-Who, when and where will your story be about?          -What is the problem in the story?          -Who is telling the story?          -Describe how _____ felt when _____.          -What happened after _____?</p>	<p>narrative          narrator          characters          sequence          dialogue          pacing</p>



	<p>Know and use a variety of temporal words to move the story from beginning to end</p> <p>Use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story</p> <p>Use precise words to help the reader understand the feelings and thoughts of the characters</p> <p>Write a satisfying conclusion</p>	<p>-What if _____ would have happened first? How would that affect the plot?</p> <p>-How will you use dialogue to develop the plot?</p> <p>-What problems will the characters face in the story?</p> <p>-What actions will the characters take in response to the events in the story?</p> <p>-How does the character change throughout the story?</p> <p>-Remember to show the reader with precise words.</p> <p>-What events will lead to the conclusion/resolution of your story?</p>	<p>description</p> <p>behaviors</p> <p>responses</p> <p>temporal words</p> <p>precise</p> <p>conclusion</p>
<p><b>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	<p>Analyze information based on the details the author provides</p> <p>Synthesize information using the interactions of the characters, events, and setting with their knowledge of the world</p> <p>Cite information and explain how it supports the points the author is trying to make</p> <p>Research information and draw conclusions about what has been said/written</p>	<p>What evidence did the author use to support his/her claims?</p> <p>Explain the evidence the author used to support the claim, _____.</p> <p>Compare the two events in each of the two sources on the topic _____.</p> <p>Describe what you have learned on this topic.</p> <p>Which details can you add that will make your writing stronger?</p> <p>What caused you to think or believe that?</p> <p>Has studying this topic caused you to change your thinking? How will your writing reflect that change?</p>	<p>research</p> <p>analysis</p> <p>support</p> <p>reflection</p> <p>evidence</p> <p>literary</p> <p>informational text</p>
<p><b>SPEAKING AND LISTENING</b></p>			
<p><b>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and</b></p>	<p>Be prepared for a discussion</p> <p>Respect the contributions made by others</p> <p>Use rules of conversations</p> <p>-Everyone should contribute</p> <p>-Clearly express ideas</p> <p>-Keep focused on the topic being discussed</p> <p>-Don't interrupt</p>	<p>Are you prepared? Have you reviewed the assignment?</p> <p>Did you complete your reading assignment?</p> <p>What information will you contribute to the discussion?</p> <p>In light of what has already been said, what are your thoughts about...?</p> <p>What else could you add to that comment?</p>	<p>discussion</p> <p>collaborative</p> <p>elaboration</p> <p>contribute</p> <p>clarify</p> <p>draw conclusions</p>



<p><b>expressing their own clearly.</b></p>	<p>-Be an attentive listener          Help your group stay focused by posing questions that contribute to the discussion          Offer comments or responses that build on the remarks of others          Listen with the intent to learn and build knowledge</p>	<p>What clarifying questions could you ask of your partner?          Can you show the group where you got your information?</p>	
<p><b>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>	<p>Summarize a written or read aloud text          Use diverse media and formats in your summary          Interpret information from various formats          Offer an explanation          Synthesize information          Interpret information presented visually, quantitatively or orally</p>	<p>Summarize the information presented.          Describe what you have learned from hearing about this topic.          What are the key ideas presented in the video clip?          Write a summary about what you saw and heard.          How did the information expand your understanding of _____?          How can you use this information?          How does the way the information is presented help you understand it?          What are some of the facts or data presented here?</p>	<p>summarize          graph          visually          oral          multimodal          diverse media          formats          quantitatively          orally</p>
<p><b>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b></p>	<p>Summarize information presented orally or by media sources          Provide evidence for a speaker's points (examples, facts, or personal claims during an interview          Identify the claims made by the speaker or media source          Identify when the claims are not logical or based on a misconception/fallacy          Analyze whether the evidence and reasons are valid</p>	<p>What is it that the speaker is claiming?          What support does the speaker use to support his/her claim?          How does the evidence support the speaker's claim?</p>	<p>summarize          evidence          claim          supported          misconception          logical          fallacy          identify          media source          reason</p>

**LANGUAGE**



<p><b>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p>Explain the function of conjunctions, prepositions, and interjections Use the appropriate verb tenses Monitor the use of verb tenses and correct when necessary Correctly use either/or, neither/nor, etc.</p>	<p>-Explain why you would use a conjunction instead of a preposition or interjection. -What does the use of this form of verb indicate? -What is the meaning the perfect verb tense? -How does verb tense relate to how you are writing your piece? -Use your editing skills to correct _____. -Read your writing out loud. Does it sound right?</p>	<p>conventions conjunctions correlative perfect verbs prepositions interjections grammar verb tense aspect</p>
<p><b>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p>Know the different uses for the comma including, separating items in a series Correctly capitalize titles of works (books, movies, songs, historical events, publications, etc. Use underlining, italics or quotation marks to indicate titles of works Spell grade level words correctly</p>	<p>Does that need a comma? Where would you place commas in the following sentence? "I am taking my sleeping bag, Ipod, pillow and snacks on our camping trip". How would you use underlining, italics, or quotation marks to distinguish the title of the book in the following question? Have you read the Chronicles of Narnia? What type of writing is that? You need to know if it is the title of a book, poem or article in order to know what type of punctuation you should use. Where might you look if you are confused about how a title is punctuated?</p>	<p>commas items tag question introductory element underlining conventions quotation marks punctuation italics</p>
<p><b>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b></p>	<p>Use strategies for understanding and correctly pronouncing and using unknown words including: roots and affixes, context, and digital and print reference materials Interpret figurative language Explain the meaning of common idioms, adages, and proverbs From several alternatives, choose the appropriate alternate word</p>	<p>What strategies have you used to try to figure out that word? Have you looked in the dictionary or glossary? Can you use the sentences around that word to help you discover what that word might mean? Are there roots or suffixes and prefixes that you can use? Can you use a dictionary to find definitions and keys to pronunciation?</p>	<p>figurative root word prefix suffix interpret idioms adages proverbs context</p>



	Identify words that are used in multiple ways in different content areas.		
<b>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>	<p>Understand what figurative language is and be able to recognize it in text (similes, metaphors, hyperbole, personification, idioms)</p> <p>Be able to recognize words that are synonyms, antonyms, or homographs</p> <p>Recognize common idioms, adages and proverbs</p>	<p>The author wrote _____; what does he/she really mean?</p> <p>Can you show me an example of some figurative language the author used in the text?</p> <p>Could you add a simile or metaphor to help make your writing/speech more vivid?</p> <p>Why did the author choose this pair of words to put in the writing?</p> <p>How does knowing how these two words are related help you understand the meaning of the text?</p>	<p>figurative language</p> <p>similes</p> <p>metaphors</p> <p>adages</p> <p>proverbs</p> <p>idioms</p> <p>synonym</p> <p>antonym</p> <p>homographs</p>

## Mastery Standards for Sixth Grade

<i>Reading for Literature</i>	
<b>RL.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.6.2</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<i>Reading for Information</i>	
<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.6.2</b>	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.
<b>RI.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).



<b>Writing</b>	
<b>W.6.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce a claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
<b>W.6.2</b>	<p>Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
<b>W.6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.</li> <li>Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
<b>W.6.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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”).</li> <li>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a</li> </ol>



	text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<b><i>Speaking and Listening</i></b>	
<b>SL.6.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
<b>SL.6.3</b>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b><i>Language</i></b>	
<b>L.6.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use all pronouns, including intensive pronouns (e.g. myself, ourselves) correctly. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>L.6.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements. b. Spell correctly.
<b>L.6.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.
<b>L.6.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
<b>L.6.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



**6th Grade**

Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<p><b>RL.6.1 and RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</b></p>	<p>Demonstrate understanding of a text--Analyze the what is stated in the text --Draw inferences from a text-- Cite specific examples and details (evidence) to support the inferences--Cite specific examples and details (evidence) regarding what is explicitly stated in the text</p>	<p>Answer specific who, what, when, where, why and how questions and give textual evidence for each.            What inferences can you make?            What information would you need to support the inference?            Analyze the passage; what can you conclude?            How does the textual evidence support your conclusion?            What can you conclude from the text?</p>	<p>analyze            explicit            inference            textual evidence            conclude            author's purpose</p>
<p><b>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text</b></p>	<p>Identify and analyze the theme or central idea of a text            Support theme or idea with details from the text            Summarize the text distinguishing between fact and personal opinions or judgments</p>	<p>What is the theme of ____ (text title)? What details in the story/poem/drama help the reader determine this theme?            Which of the following best captures the theme?            How does the author of ____ (text title) help the reader understand the theme of the story? What details from the story support your answer?            How can you best summarize the text?            Is your summary free of personal opinions or judgments?            How does the author use the way ____ (character) responds to his situation to develop the theme of the story?            Summarize the story/drama/poem without including personal opinions or judgments.</p>	<p>theme            central idea            convey            details            summarize            distinct            fact            opinion            judgment</p>
<p><b>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide</b></p>	<p>Determine the central idea and how it is conveyed through details            Identify supporting details for the central idea</p>	<p>Which of the following best captures the theme?            What is the central idea of ____? How does the author convey that idea? Use examples from the text to support your answer.</p>	<p>theme            idea            convey            details</p>



<p><b>a summary of the text distinct from personal opinions or judgments.</b></p>	<p>Summarize the text using facts as distinct from personal opinion or judgment</p>	<p>What distinct details convey the central idea of this piece? How can you best summarize the text without personal judgment or opinion statements?</p>	<p>summary distinct fact opinion judgment suggest</p>
<p><b>RI.6.3 Analyze in detail how a key individual event, or idea is introduced, illustrated, and elaborated in a text (through ex. and anecdotes).</b></p>	<p>Identify how a key individual/event/idea is introduced identify how a key individual/event/idea is illustrated Analyze how a key individual/event/idea is elaborated upon Identify examples and anecdotes and how they are used to develop an idea, event or individual in a text</p>	<p>Analyze in detail how an individual, event, or idea is introduced in a text. Explain why it was important for the author to introduce the individual/event/idea at this point in the text. How did the individual/events/idea change over the course of the text? Where does the author provide an example, or anecdote, to support the development of an individual/event/idea? How does the illustrator introduce or elaborate on the central ideas and/or key details of the text?</p>	<p>analyze detail event elaborate illustrate explain anecdotes individual elaborate</p>
<p><b>WRITING</b></p>			
<p><b>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</b></p>	<p>Understand the rhetoric of argument Analyze the topic or text Introduce a precise claim Provide reasons and evidence to support claims Determine relevance of evidence Utilize credible sources Utilize transitional expressions to establish relationships among claims and reasons Understand and use a formal style Provide an effective conclusion</p>	<p>How can you clearly introduce your claim? What reasons/evidence best supports your claim? Is the evidence relevant? Are your sources credible? What words will assist the reader in clarifying the relationship between the claim and reasons? What makes your piece formal in style? Is your concluding statement congruent with the argument presented?</p>	<p>arguments claims clear reasons relevant evidence facts reasons details credible source topic persuade style conclusion transitions</p>



<p><b>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p>	<p>Convey information accurately          Understand and use various organizational structures          Utilize formatting, graphics, and multimedia          Introduce a topic          Use facts, concrete details, quotations, examples to develop the topic          Utilize transitional expressions to establish relationships among ideas and concepts          Understand and use precise vocabulary          Incorporate definitions of terms          Understand and use domain-specific vocabulary          Understand and use a formal style          Provide an effective conclusion</p>	<p>How can you clearly introduce your topic?          What organizational structure will best enable you to convey your information?          What facts/details/examples/quotations help to develop your topic?          What words will assist the reader in clarifying the relationship between the ideas and concepts?          What makes your piece formal in style?          Is your concluding statement consistent with the information presented?</p>	<p>expository          reason, detail, fact          explanation          elaboration          audience          thesis statement          formal style          conclusion          introduction          transitions          topic          compare/ contrast          cause/ effect          formatting          heading          classification          selection          organization          analysis          relevant content</p>
<p><b>W.6.3 Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.</b></p>	<p>Convey a personal or imagined experience or event          Establish context and narrator/characters          Use one or more effective narrative techniques: in medias rez (beginning in the middle), foreshadowing, flashbacks, stream of consciousness, dialogue, biographical accounts, autobiographical accounts, etc.          Organize a logical, well structured event sequence          Craft dialogue          Use relevant descriptive/sensory language for settings, characters, plot, theme, etc.</p>	<p>What experience or event will you write about?          How will you introduce your characters and narrator?          How will you organize the events in your story? Are they logical?          What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?          How can you use dialogue to convey the experience?          How and where can the use of descriptive language assist in conveying the experience?          Are the descriptive details provided relevant?</p>	<p>plot          characters          setting          resolution          point of view          sensory details          concrete          dialogue          rising action          sequence          events          mood          narrator</p>



	Utilize transitional expressions to convey sequence and signal shifts Provide an effective conclusion	How will you provide a satisfying conclusion? How can narrative writing be used to introduce argument writing pieces or provide supporting evidence for informative/explanatory writing?	descriptive language transitions/ story connectors
<b>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	Analyze literary or informational texts Identify evidence that supports analysis/research Use the evidence in the analysis/reflection in the production of writing	What evidence can you draw from the passage to support your analysis or position? How does the author present the information? What similarities in the various texts do you notice? What conclusions can you make based on the text(s)?	analyze evidence support research credible author reason
<b>SPEAKING AND LISTENING</b>			
<b>SL.6.2 Interpret information presented in diverse media and formats (visually, quantitatively, orally and explain how it contributes to a topic text or an issue under study).</b>	Identify different sources and formats of information Interpret and evaluate information from various and diverse sources and formats Explain how different media and formats influences the audience's perceptions and contribute to how information is interpreted Determine and explain why a particular media and/or format they prefer and is the most effective in conveying the intended information. ( Ex: Did I connect more to listening to the information, or reading it?) Interpret information that is presented visually, through charts and graphs, or speaking	What format is used to present the information? How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information? Who is the intended audience? How did this influence which media format was used to deliver the information? What is your topic? What media will you use to present your information? Why did you select that media? Are there other factors that you consider when choosing a media format?	Interpret diverse media formats visually quantitatively orally contributes print media digital media issue
<b>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that</b>	Identify claims and arguments Understand what constitutes evidence Know when something is reasonable	What are the claims the speaker is making? Are the speaker's claims based on fact and evidence? Are the speaker's arguments based on faulty logic?	delineate reason argument claim



<p><b>are supported by reasons and evidence from claims that are not.</b></p>	<p>Identify specific claims supported by evidence and reason Evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. (Ex: Listen to and analyze several speeches, use a graphic organizer to categorize and classify which claims are supported by clear evidence and which reasons are not.</p>	<p>What information was factual? Which claims were based on opinion? Was the factual information backed with relevant evidence? Is the speaker's argument valid? Why or why not? Are the claims that the speaker uses to support the argument valid? Why or why not? Which points were supported by evidence and which points were not? What points made during the speech were less compelling/believable than other points? Why?</p>	<p>evidence fact opinion</p>
---	--	--	--------------------------------------

**LANGUAGE**

<p><b>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</b></p>	<p>Prepare for discussions by reading required material Express yourself clearly Know how to incorporate evidence or information about the topic, text, or issue during the discussion When working in groups: -Know what behaviors are appropriate -Know the roles and the tasks associated with the role -Come to agreement on goals for the group and deadlines for completing tasks Pose and respond to questions Contribute to the discussion by elaborating on the comments of others Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed. Review key ideas discussed by paraphrasing them</p>	<p>How did you prepare for today's discussion? What are some questions you might ask during the discussion? Based on what you read, what might you want to discuss more deeply with your group? Will your group need to designate group tasks? How will you decide what roles you will take? How did you contribute to the group? After listening to the group discussion, reflect on what you heard? Do you agree with the ideas? Can you paraphrase key ideas?</p>	<p>precise language collaborative discussion issues express support formal language evidence elaborate perspective reflection paraphrase</p>
---	--	--	--



<p><b>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling with writing.</b></p>	<p>Use commas, parentheses, dashes correctly Spell sixth grade words correctly</p>	<p>NA</p>	<p>punctuation commas parentheses dashes puntuación coma paréntesis guión</p>
<p><b>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> <b>a. Vary sentence patterns for meaning, reader/listener interest, and style.</b> <b>b. Maintain consistency in style and tone.</b></p>	<p>Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone.</p>	<p>What sentence patterns are present/absent in this piece (essay/presentation/passage)? How did you vary your sentences? Why did you design your writing this way? How does the piece address the needs/interests of the audience? What tone did you intend to use? How did you convey the tone in your piece? What style are you employing? Describe the stylistic techniques you tried. Is the piece consistent in style and tone? How?</p>	<p>vary contexts</p>
<p><b>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>L.6.5a Interpret figures of speech (e.g., personification) in context.</b></p>	<p>Identify the meaning of figurative language Identify the relationship between two words or among a group of words Explain the nuances in the meanings of similar words</p>	<p>What is meant by the figurative expression _____? What type of figurative language is used? Why did you/the author decide to use it? How did the use of figurative language enhance the text? Although very similar in meaning, how do the words slightly differ in meaning? What is the relationship between these words? How are they related? What is the explicit/direct meaning of the word?</p>	<p>figurative language nuances word relationships lenguaje figurado matices relaciones de palabras</p>



		<p>Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?</p> <p>How are the denotation and connotation similar or different?</p> <p>Why does the author choose to use the word _____ when he or she could have used the word _____?</p>	
<p><b>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p>Analyze a variety of texts to identify general academic and domain-specific words and phrases</p> <p>Use writing frames and sentence starters with grade appropriate general academic and domain-specific words</p> <p>Apply a variety of strategies to acquire grade-appropriate vocabulary</p> <p>Use grade-appropriate vocabulary in writing, speaking and reading</p>	<p>What is the meaning for the term _____?</p> <p>How would you use the academic word _____ in a sentence?</p> <p>How could you define _____ in your own words?</p> <p>Can you give an example of how the word _____ is used in different subject areas?</p> <p>The word _____ is specific to what subject/domain?</p> <p>What does the word _____ mean in this subject/context? What are some other ways you've heard the word used? What are some other meanings you've heard associated with the word _____.</p> <p>Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?</p> <p>What are some other words you know that are related to _____?</p> <p>What strategies do you use for identifying, understanding, and using high-utility academic words?</p> <p>How can you tell this word is important to this reading or this subject?</p> <p>What could you do to help you understand what the word _____ means?</p>	<p>domain-specific transferrable vocabulary</p>



## Mastery Standards for Seventh Grade

<b><i>Reading for Literature</i></b>	
<b>RL.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.7.2</b>	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.
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b><i>Reading for Information</i></b>	
<b>RI.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.7.2</b>	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.
<b>RI.7.3</b>	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).
<b>RI.7.6</b>	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.
<b>RI.7.9</b>	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.
<b><i>Writing</i></b>	
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.



	<p>a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) or counter arguments 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 the 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>
<b>W.7.2</b>	<p>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 or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</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>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, 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 character; 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 capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects the narrated experiences or events.</p>
<b>W.7.8</b>	<p>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>
<b>W.7.9b</b>	<p>Draw evidence from literary or informational text to support analysis, reflection and research.</p> <p>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>



<b>Speaking and Listening</b>	
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<b>SL.7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<b>SL.7.3</b>	Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>Language</b>	
<b>L.7.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</p> <p>b. Spell correctly</p>
<b>L.7.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Chose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a</p>



	word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<b>L.7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>7th Grade</b>			
<b>Standards</b>	<b>Skills</b>	<b>Question Stems</b>	<b>Vocabulary</b>
<b>READING</b>			
<b>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>	Select and apply appropriate "before reading strategies" - interacting with a text (e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.) Select and apply "during reading strategies" to monitor comprehension (e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.) Demonstrate comprehension of a text with "after reading strategies" (explaining the main ideas, identifying what is directly stated in the text, drawing inferences,	-What textual evidence did you identify to support your analysis of the text? -Cite several examples of textual evidence. -What inferences can you draw from your analysis of the text? - Show me in the text what makes you think that? -What can you conclude from the text? -Which evidence is most relevant? - What can you infer from this paragraph? Explain your thinking.	cite analyze explicit inferences textual evidence conclude



	<p>drawing conclusions, verifying or adjusting predictions making new predictions, paraphrasing and summarizing, and making connections between the text and oneself.) Determine and state multiple pieces of explicit evidence that confirms the important ideas and messages of a literary text. Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.</p>		
<p><b>RL.7.2 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.</b></p>	<p>Reading Comprehension Recognize and analyze theme development Make inferences Write an objective summary of the text</p>	<p>What is the theme or central idea? Cite evidence from the text to support your determination of the theme/central idea. _____ best captures the theme. An example of how the theme recurs/is developed in the text is_____ How can you objectively summarize the text? What makes a summary objective?</p>	<p>determine theme central idea analyze objective summarize cite evidence</p>
<p><b>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b></p>	<p>Analyze elements of story/drama Describe how characters change throughout a story or drama Describe how story elements influence the characters as the plot moves towards resolution</p>	<p>Describe the plot of a story or drama. How does the plot unfold? Describe the problem. How was it resolved? An example of how the plot is shaped by the setting is_____ What can you infer about plot and how it is shaped by the setting? An example of how a character evolves with the plot is_____ What can you infer about the character and how he is shaped by the setting?</p>	<p>analyze setting character character traits plot drama infer inference</p>



		How does the use of dialogue help the reader understand character and plot?	
<b>RI.7.1 Citations of textual evidence to support analysis of the text</b>	<p>Select and apply appropriate 'before reading' strategies to a text (e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.)</p> <p>Select and apply "during reading strategies" to monitor comprehension (e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.)</p> <p>Demonstrate comprehension of a text with "after reading strategies" by: explaining the central ideas identifying what is directly stated in the text, drawing inferences, drawing conclusions, verifying or adjusting predictions, making new predictions, paraphrasing and summarizing, and making connections between the text and oneself.</p> <p>Determine and state multiple pieces of explicit evidence that confirm the meaning of an informational text.</p> <p>Correctly cite the evidence</p>	<p>What is your analysis of the text?</p> <p>What textual evidence did you identify to support your analysis of the text?</p> <p>Cite several examples.</p> <p>What inferences can you draw from your analysis of the text?</p> <p>Show me in the text what makes you think that _____.</p>	<p>cite</p> <p>analyze</p> <p>explicit</p> <p>textual evidence</p> <p>draw inferences</p>
<b>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b>	<p>Reading Comprehension</p> <p>Determine central ideas</p> <p>Analyze development of central ideas</p> <p>Formulate an objective summary of the text</p>	<p>What is the central idea? Is there more than one central idea?</p> <p>How are the central ideas developed?</p> <p>Cite evidence from the text to support your determination of the central idea.</p>	<p>determine</p> <p>central idea</p> <p>analyze</p> <p>objective</p> <p>summary</p>



		An example of how the central idea recurs in the text is _____. How can you objectively summarize the text?	
<b>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)..</b>	Identify individuals, events and ideas Analyze the interaction between individuals, events and ideas	What change of events was influential? How did one individual influence another? What interaction influenced future events?	analyze illustrate explain elaborate events individuals interactions influence detail
<b>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</b>	Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas). Determine the difference(s) between an author's position and any opposing positions. Examine the organization of the text to determine how the author's position is compared or contrasted to other positions.	What is the author's point of view or purpose? How does the author's word choice help develop the point of view/purpose? How does the author distinguish his/her position from that of others?	author point of view develop narrator speaker in text
<b>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</b>	Identify the topic both authors address. How do their interpretation of facts differ? What evidence does each author use to shape his/her presentation of key information? How does the evidence differ? How does one author advance a different interpretation of the facts as compared to the other author?	What topic do both authors address? How do their interpretation of facts differ? What evidence does each author use to shape his/her presentation of key information? How does the evidence differ? How does one author advance a different interpretation of the facts as compared to the other author?	advance analyze compare contrast difference genre event evidence



			key information perspective point of view presentation Similar
<b>WRITING</b>			
<p><b>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p><b>a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</b></p> <p><b>b. Support claim(s) or counter arguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b></p> <p><b>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.</b></p> <p><b>d. Establish and maintain a formal style.</b></p> <p><b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p>	<p>Establish and maintain formal text structure</p> <p>Use words, phrases, and clauses to create cohesion</p> <p>Sustain an objective style and tone</p> <p>Understand the purpose of writing</p> <p>Understand expository text structure</p> <p>Understand starting point, purpose, form, audience, voice, and point of view</p> <p>Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader</p> <p>Write a multi-paragraph essay</p> <p>Provide a concluding statement</p>	<p>Introduce a claim, acknowledge and address alternate/opposing claims.</p> <p>In sentence _____, the author supports his counter argument with relevant evidence.</p> <p>Which sentences best support the counterargument?</p> <p>What data does the author use to support his claim?</p> <p>Does the data come from a credible source?</p> <p>Rewrite the concluding statement to support the argument presented.</p> <p>What are the values or beliefs that inform this argument?</p> <p>What is your initial reaction to this argument?</p> <p>How do you think that this issue is viewed by those with whom you disagree?</p> <p>How does that concept apply to this new problem?</p> <p>When does that principle apply? Always? Only under certain conditions?</p> <p>Would you say when you disagree with an argument or claim?</p> <p>What would be the result if a different set of claims were used</p>	<p>arguments/counter arguments</p> <p>claims/alternate or opposing claims</p> <p>address relevant evidence</p> <p>credible source</p> <p>topic</p> <p>text</p> <p>persuade</p> <p>style</p> <p>conclusion</p> <p>cohesion</p> <p>supporting evidence</p>



<p><b>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p><b>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>e. Establish and maintain a formal style.</b></p> <p><b>f. Provide a concluding statement or section that follows from and</b></p>	<p>Be able to organize ideas, concepts, and information prior to writing</p> <p>Be able to develop a topic using relevant facts, definitions, quotations, and concrete details</p> <p>Understand how to write a cohesive, precise thesis statement</p> <p>Be able to establish and maintain a formal style when writing multi-paragraph essays</p> <p>Be able to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</p> <p>Understand how to write a concluding statement that follows from and support</p>	<p>Identify the thesis statement in the selection.</p> <p>What is the author's thesis?</p> <p>Which sentences best support the author's thesis?</p> <p>How does the author organize his ideas?</p> <p>List the details used by the author to convey his ideas.</p> <p>What charts &amp; tables does the author provide to support his thesis?</p> <p>How could the author use multimedia to aid in comprehension?</p> <p>How could the author use cause/effect to better convey his ideas?</p> <p>What additional comparisons could the author make to analyze the content?</p> <p>Is research cited? If so, how?</p> <p>How does the author conclude?</p> <p>Does the conclusion support the information or explanation presented?</p>	<p>analysis</p> <p>cause/effect</p> <p>classification</p> <p>cohesion</p> <p>compare</p> <p>contrast</p> <p>conclusion</p> <p>concrete</p> <p>convey</p> <p>definition</p> <p>domain-specific</p> <p>explanatory</p> <p>formal style</p> <p>formatting heading</p> <p>informative</p> <p>introduction</p> <p>organization</p> <p>relevant content</p> <p>selection</p> <p>thesis statement</p> <p>topic</p> <p>transitions</p>
---	--	---	--



supports the information or explanation presented.			
<p><b>W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</b></p> <p><b>a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.</b></p> <p><b>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></p> <p><b>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p><b>e. Provide a conclusion that follows from and reflects the narrated experiences or events.</b></p>	<p>Understand the narrative organizational text structure</p> <p>Understand how the author engages and orients the reader by establishing a context and point of view</p> <p>Understand how the author engages and orients the reader by introducing a narrator and/or character</p> <p>Understand how the author engages and orients the reader by organizing an event sequence that unfolds naturally and logically</p> <p>Understand narrative techniques: dialogue, pacing, &amp; description</p> <p>Understand how the author uses narrative techniques to develop experiences, events and/or characters</p> <p>Understand how the author uses a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another</p> <p>Understand story plot line: exposition, rising action (complication/problem) climax (crisis), falling action, and resolution of problem</p> <p>Understand use of literary devices</p> <p>Understand reflection; be able to reflect on experiences to provide a conclusion</p>	<p>What is the main problem or conflict in the story?</p> <p>In which sentences does the author establish his/her point of view?</p> <p>How does the author introduce the narrator?</p> <p>Who is the narrator?</p> <p>Name the first event that leads to the unfolding of the story?</p> <p>Which significant events reveal the problem in the story?</p> <p>Identify the details the author uses to create the mood of the story.</p> <p>Is foreshadowing used in the story? If so, how?</p> <p>How does the author convey shifts from one time period to another? Name the events that detail these shifts.</p> <p>How does the author use dialogue to develop the plot?</p> <p>How does _____ affect the plot?</p> <p>How do the characters impact the problem?</p> <p>How do the characters impact the resolution?</p> <p>How does _____ change throughout the story?</p> <p>Identify the details of the event that indicate the problem has been resolved.</p>	<p>beginning, middle, end</p> <p>characters</p> <p>concrete</p> <p>context</p> <p>convey</p> <p>descriptive</p> <p>language</p> <p>dialogue</p> <p>engage</p> <p>event sequence</p> <p>mood</p> <p>narrator</p> <p>orient</p> <p>pacing</p> <p>plot</p> <p>point of view</p> <p>precise</p> <p>reflect</p> <p>resolution</p> <p>rising action</p> <p>sensory details</p> <p>setting</p>



<p><b>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b></p>	<p>Use search terms and efficient searching strategies          Gather relevant information from digital sources          Gather relevant information from multiple print sources          Evaluate the credibility of each source          Assess the accuracy of each source          Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions.          Evaluate and analyze the quality, accuracy, and sufficiency of notes.          Quote/paraphrase data without plagiarizing          Create a bibliography using a standard format for citation          Create a bibliography</p>	<p>How do you know that the source is credible?          How do you know that data is accurate?          What standard format did you use when citing sources for your bibliography?          How do you cite a digital source?          How is a digital source cited differently than a printed source?          Summarize the information found in these data.          What can you conclude from the data?</p>	<p>bibliography          credibility          citation          digital source          paraphrase          plagiarism          quotation marks          quote          relevant (pertinent)          research          source          summarize</p>
<p><b>W.7.9.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”).</b></p>	<p>Write in response to grade-level print, nonprint, and digital informational text(s).          Trace and evaluate the argument and specific claims in a text          Assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims          See RI.7.9</p>	<p>How does the author portray the character?          Give examples.          How does this portrayal compare to the historical accounts of the character?          What evidence do you have to support your answer?          How does the author alter the time and place of events to support his argument?          What evidence do you have to support the author’s argument/claim that _____?          Is there relevant and sufficient evidence to support the claim? If so, what?</p>	<p>Analyze          compare/contrast          draw evidence          evaluate          historical account          reflect/reflection          relevant          research          sound reasoning          sufficient          support          trace</p>
<p><b>SPEAKING AND LISTENING</b></p>			
<p><b>SL.7.1 Engage effectively in a range of collaborative discussions (one</b></p>	<p>Prepare for collaborative discussions</p>	<p>How did you prepare for today’s discussion?</p>	<p>acknowledge</p>



<p><b>on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues building on others' ideas and expressing their own clearly.</b></p> <p><b>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p> <p><b>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</b></p> <p><b>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</b></p> <p><b>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</b></p>	<p>Know how to incorporate evidence or information into the discussion which is relevant to the topic</p> <p>Know the rules for participating in a discussion</p> <p>Assign and assume roles in the discussion</p> <p>Set goals and deadlines, then track progress</p> <p>Pose and respond to questions posed by others</p> <p>Make relevant comments that help return the discussion to the topic</p> <p>Be willing to acknowledge new information expressed by others</p> <p>Be willing to modify your own views based on the comments and information of others</p>	<p>What are some questions you might ask during the discussion?</p> <p>Based on what you read, what might you want to discuss more deeply with your group?</p> <p>What are some rules that help make the discussion collegial?</p> <p>What is your role in the discussion?</p> <p>What are the specific goals of the discussion, and long do we have to meet them?</p> <p>How will you contribute to the progress of the group?</p> <p>Reflect on what you heard, what ideas can you add to the discussion?</p> <p>Have your partners said anything that made you change your ideas? Did you acknowledge them?</p> <p>What do you think about the idea just presented by your classmate?</p> <p>Do you agree or do you see the issue differently? Explain.</p> <p>Can you think of another way to solve that problem?</p>	<p>collegial</p> <p>elicit</p> <p>evidence</p> <p>explicit</p> <p>modify</p> <p>pose/probe</p> <p>reflect</p> <p>research</p> <p>warranted</p>
<p><b>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</b></p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Determine both the explicit and the implicit ideas found in non-print texts, including digital texts and other forms of media.</p> <p>Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.</p>	<p>analyze</p> <p>clarify</p> <p>diverse</p> <p>formats</p> <p>main ideas</p> <p>orally</p> <p>quantitatively</p>



		<p>Explain how ideas, information, or data clarify a topic, text or issue under study and support the main idea and/or details. Use a graphic organizer, such as webbing or outlining the presented information.</p> <p>Explain how the main idea and supporting details help them better understand a topic, text, or issue.</p>	<p>supporting details visually media</p>
<p><b>SL.7.3 Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA</b></p>	<p>Understand the difference between argument and claims</p> <p>Distinguish between sound and unsound reasoning</p> <p>Identify the attitude the speaker has toward a subject by analyzing the content and the delivery</p> <p>Understand that some claims introduced may not be relevant to the topic</p> <p>Recognize that the evidence offered may not be sufficient or substantial</p>	<p>Can you identify the speaker's reasons for making certain claims?</p> <p>Is the speaker's argument valid? Why or why not?</p> <p>Are the claims the speaker is making based on valid evidence?</p> <p>What details or evidence help you understand the speaker's attitude toward the topic?</p> <p>Are the arguments the speaker is making relevant to the topic being discussed?</p> <p>Is there enough evidence to support the speaker's claim?</p> <p>Who is the intended audience? What is their perspective?</p> <p>Is the evidence offered in the speech sufficient enough to convince you?</p>	<p>delineate argument attitude evaluate soundness reasoning relevance sufficiency prospective valid claim</p>
<b>LANGUAGE</b>			
<p><b>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p>Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)</p> <p>Identify and correctly use phrases and clauses</p> <p>Identify and correctly use simple sentences</p>	<p>What is a phrase? How does it differ from clause?</p> <p>What is an independent clause? What is a dependent clause? Which is the same as a simple sentence?</p> <p>What is a compound sentence?</p>	<p>conventions subjective case objective case possessive case intensive pronouns vague</p>



<p><b>a. Explain the function of phrases and clauses in general and their function in specific sentences.</b></p> <p><b>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></p> <p><b>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b></p>	<p>Identify and correctly use compound sentences</p> <p>Identify and correctly use complex sentences</p> <p>Identify and correctly use compound-complex sentences</p> <p>Identify and correctly use (place) modifiers</p> <p>Recognize variations from standard English</p>	<p>Name the words that are used to connect two independent clauses.</p> <p>What is a complex sentence? How does it differ from a compound sentence?</p> <p>What types and how many clauses are used in a compound-complex sentence?</p> <p>Is the position of the modifier correct? What word is being modified?</p> <p>What is a dangling modifier?</p> <p>In what way does the passage deviate from conventional use?</p>	<p>ambiguous antecedents</p>
<p><b>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</b></p> <p><b>b. Spell correctly</b></p>	<p>Use commas to separate coordinate adjectives</p> <p>Punctuate correctly</p> <p>Spell correctly</p>	<p>What are coordinate adjectives? How do you correctly punctuate coordinate adjectives in a sentence?</p> <p>What is the correct spelling of this word?</p> <p>Are standard English conventions correctly demonstrated?</p> <p>What might the author/you do to address conventional errors and improve clarity?</p>	<p>capitalization</p> <p>punctuation</p> <p>nonrestrictive parenthetical elements</p> <p>phrases</p> <p>complete sentences</p> <p>run-on sentence</p> <p>dash</p> <p>parentheses</p>
<p><b>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><b>a. Chose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b></p>	<p>Recognize and use a variety of sentence patterns</p> <p>Identify and use appropriate language to address audience</p> <p>Express ideas precisely and concisely</p>	<p>What sentence patterns are present/absent in this piece (essay/presentation/passage)?</p> <p>Does the piece address the needs/interests of the audience?</p> <p>How can you more precisely express this idea?</p> <p>Are any of the words or sentences used redundant? What words can be removed without affecting the message?</p>	<p>sentence variety</p> <p>sentence structure</p> <p>precise</p> <p>concise</p> <p>redundant</p>



<p><b>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b></p> <p><b>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</b></p> <p><b>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA</b></p> <p><b>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b></p>	<p>Use context clues to derive word meaning</p> <p>Use Greek and Latin affixes and roots to derive word meaning</p> <p>Use reference materials to derive word meanings</p> <p>Use reference materials to determine correct pronunciation of words</p> <p>Trace the etymology of words</p> <p>Use reference materials to verify predicted word meanings</p>	<p>Based upon the use of the word in the sentence, what can you deduce the word _____ means?</p> <p>Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?</p> <p>Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</p> <p>What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>What is the origin of the word? Did it derive from another language?</p> <p>Has the meaning/use of the word _____ changed over time? How?</p>	<p>multiple meaning</p> <p>context clues</p> <p>function</p> <p>part of speech</p> <p>root word</p> <p>affix</p> <p>prefix</p> <p>suffix</p> <p>consult</p> <p>reference materials</p> <p>dictionary</p> <p>thesaurus</p> <p>glossaries</p> <p>pronunciation</p> <p>precise meaning</p> <p>synonym</p> <p>etymology</p> <p>verify</p> <p>preliminary</p> <p>determination</p> <p>inferred meaning</p>
<p><b>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p>Interpret figurative language</p> <p>Interpret literary, biblical and mythological allusions</p>	<p>What is meant by the figurative expression _____?</p> <p>What type of figurative language is used?</p>	<p>cause/effect</p> <p>connotations</p> <p>(associations)</p> <p>demonstrate</p>



<p><b>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</b></p> <p><b>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b></p> <p><b>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</b></p>	<p>Utilize word relationships (antonyms/synonyms, and analogies) to clarify meaning</p> <p>Identify the explicit/direct meaning of a word (denotation)</p> <p>Identify the secondary meaning of a word (connotation)</p>	<p>Does the expression allude to or casually mention a character or incident in another literary text? What is the connection? ]</p> <p>Although very similar in meaning, how do the words slightly differ in meaning?</p> <p>What is the relationship between these words?</p> <p>What is the explicit/direct meaning of the word?</p> <p>Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?</p>	<p>denotations (definitions)</p> <p>distinguish figurative language</p> <p>interpret item/category</p> <p>nuances</p>
<p><b>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p>Identify, understand, and use general academic terms/vocabulary</p> <p>Identify, understand, and use domain-specific terms/vocabulary</p> <p>Independently build and use grade appropriate vocabulary</p>	<p>What is the meaning for the term _____?</p> <p>How would you use the academic word _____ in a sentence?</p> <p>Can you give an example of how the word _____ is used in different subject areas?</p> <p>The word _____ is specific to what subject/domain?</p> <p>Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?</p> <p>What strategies do you use for identifying, understanding, and using high-utility academic words?</p>	<p>acquire academic domain-specific comprehension expression</p>

## Mastery Standards for Eighth Grade



<b>RL.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.8.2</b>	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.
<b>RL.8.3</b>	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.

***Reading for Information***

<b>RI.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.8.2</b>	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.
<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>RI.8.6</b>	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.

***Writing***

<b>W.8.1</b>	<p>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>
<b>W.8.2</b>	<p>Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</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>
<b>W.8.3</b>	<p>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 from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>W.8.8</b>	<p>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>
<b>W.8.9b</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>
<b><i>Speaking and Listening</i></b>	
<b>SL.8.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<b>SL.8.2</b>	<p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>



<b>SL.8.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>Language</b>	
<b>L.8.1</b>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple meaning of words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute.)</p>



<b>L.8.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
--------------	--

8th Grade			
Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<b>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>	Read closely in order to determine both explicit and inferred meanings of a text. Analyze the text as you read Select the explicit textual evidence that most strongly supports your analysis (including what is said explicitly and what is inferred) Cite evidence	What textual evidence did you identify to support your analysis of the text? Cite several examples. What inferences can you draw from your analysis of the text? Show me in the text what makes you think that. What evidence (textual or informational) most strongly supports your analysis?	cite analyze explicit textual evidence inference conclude
<b>RL.8.2 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.</b>	Determine theme or central idea Analyze theme/central idea development Make inferences Formulate an objective summary of the text Understand theme /character relationships Understand theme/setting Understand theme/plot	What is the theme or central idea? Cite evidence from the text to support your determination of the theme/central idea. An example of how the theme develops/recurs in the text is _____. How can you objectively summarize the text? How does the development of character, setting, and/ or plot contribute to the central theme or idea?	determine theme central idea analyze objective summarize cite evidence
<b>RL.8.3 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.</b>	Understand causal relationship of dialogue and/or events on plot development Identify character traits or aspects	What statement(s) or action(s) lead to a shift in advancement in the events of the story? What is revealed about the character by events or dialogue?	dialogue incident propel aspect



		What decision is provoked by _____ incident?	reveal provoke turning point
<b>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>	<p>Read an informational text closely</p> <p>Identify what is explicitly stated in text</p> <p>Identify inferences that can be drawn from the text</p> <p>Analyze a text by using text features such as headings, bold words, and graphs, note repeated ideas or images</p> <p>Determine the author's overall message and purpose</p> <p>Identify hierarchy of evidence (quotes, examples, etc.) to support analysis, purpose and author's message. Select the evidence that directly connects with and upholds the analysis.</p> <p>Correctly cite the evidence</p>	<p>What is stated explicitly in the text?</p> <p>What information can you draw?</p> <p>What evidence leads you to this conclusion?</p> <p>What evidence is most supportive of your analysis? What inferences can you make?</p> <p>What evidence can you provide to support your inferences?</p>	<p>point of view</p> <p>purpose</p> <p>analyze</p> <p>acknowledge</p> <p>respond</p> <p>conflicting</p> <p>evidence</p>
<b>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</b>	<p>Determine the central idea</p> <p>Analyze development of idea in text</p> <p>Analyze the role of supporting ideas to the central idea</p> <p>Provide an objective summary</p>	<p>What is the central idea?</p> <p>How is the central idea developed?</p> <p>What supporting ideas are included in the text?</p> <p>How can you objectively summarize the text?</p> <p>What makes your summary objective?</p> <p>What is your analysis of the text?</p> <p>Is the central idea conveyed throughout the text?</p>	<p>central idea</p> <p>analyze</p> <p>development</p> <p>relationship</p> <p>supporting</p> <p>summary</p>
<b>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,</b>	<p>Analyze connections made amongst individuals, ideas, events</p> <p>Analyze distinctions between individuals, ideas</p>	<p>What connections can you make among the text's individuals, ideas, or events? How might you compare or categorize the connections?</p>	<p>analyze</p> <p>connection</p> <p>distinction</p> <p>comparison</p>



<p>through comparisons, analogies, or categories).</p>	<p>Recognize &amp; interpret comparisons and analogies</p>	<p>What distinctions can you make between the text's individuals, ideas, or events? How might you compare or categorize the between? What analogy best illustrates the connections/distinctions found in the text?</p>	<p>analogy category</p>
<p><b>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p>	<p>Read an informational text, focus on examining the author's tone, key points and use of persuasive language Identify the author's point of view Identify author's purpose Outline the perspective presented by the author including key and supporting details, examples, and/or counterarguments in other works such as editorials and persuasive speeches. Analyze how an author addresses conflicting evidence or viewpoints (Does the author show bias, evidence, etc?)</p>	<p>What is the point of view/purpose in this text? How do you know? What conflicting viewpoints does the text explore? How does the author treat the conflicting evidence? Is the author effective in his examination of conflicting evidence?</p>	<p>textual evidence analysis explicit inference cite</p>
<p><b>WRITING</b></p>			
<p><b>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</b> <b>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</b> <b>b. Support claim(s) with logical reasoning and relevant evidence, using</b></p>	<p>Write an argument with claims, reasons, and evidence Understand use of counterclaims in an argument essay Employ logical reasoning when supporting claims Understand what makes evidence relevant, accurate and credible Create cohesion &amp; clarify relationships via choice Understand sentences of "formal style"</p>	<p>How did you distinguish your claim from opposing claims? How are your claims &amp; reasons organized? Is the arrangement logical? What words phrases piece "formal"? How do you maintain this style? How does your concluding statement (section) support the arguments presented?</p>	<p>argument claim relevant evidence acknowledge distinguish alternate opposing logical organization reasoning</p>



<p>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>Craft conclusions that support the argument</p>		<p>accurate credible cohesion clarify counterclaim</p>
<p><b>W.8.2 Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Understand format &amp; purpose of career development documents (business letter, job application) Craft a thesis statement Use formatting, graphics, media Provide relevant concrete details Use transitions Understand &amp; use formal style Write conclusions</p>	<p>How does your thesis statement preview the content of the essay? What categories of supporting details do you provide? How did you transition from various ideas &amp; concepts? Are the transitions cohesive? What makes the piece formal? How does the conclusion support the information presented?</p>	<p>career development document application convey/transmit analysis relevant/pertinent thesis statement preview format appropriate varied transitions precise</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><b>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></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 from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>Create a story plot line with well structured event sequences: exposition, rising action, climax, falling action, and resolution</p> <p>Use literary devices (i.e. foreshadowing, flashbacks, etc.) and narrative technique (dialogue, pacing, description, events, characters, plot structure, etc)</p> <p>Establish a point of view</p> <p>Use narrator or character reflection</p> <p>Use narrative organization textual structure</p> <p>Create a realistic and fictional conflict</p> <p>Uses a variety of transitional words and phrases to convey sequence from one time frame or setting to another</p>	<p>Who are the main and minor characters in the story?</p> <p>Who is the narrator? How does the author introduce the narrator?</p> <p>Where does the author establish his/her point of view?</p> <p>What event/events reveal the problem in the story?</p> <p>Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?</p> <p>Who are the protagonist and the antagonist of the story? How do they affect the action and resolution?</p> <p>Which character changed throughout the story?</p> <p>What details indicate that there was a resolution to the problem?</p> <p>What organization pattern did the author use? How do you know</p>	<p>characters</p> <p>setting</p> <p>rising / falling</p> <p>action</p> <p>climax</p> <p>resolution</p> <p>story</p> <p>plot</p> <p>protagonist / antagonist</p> <p>narrator</p> <p>point of view</p> <p>dialoguing</p> <p>organizational</p> <p>pattern</p>



<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			
<p><b>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</b></p>	<p>Gather applicable information from print and digital sources</p> <p>Assess credible sources, recognize bias, check facts,</p> <p>Quote/paraphrase information with plagiarizing</p> <p>Create a bibliography using a standard format for citation</p> <p>Create a bibliography/citation page</p>	<p>How do you know the information is credible?</p> <p>How do you know the source is credible?</p> <p>What format did you use when citing sources for your bibliography?</p> <p>How did you site a digital source?</p> <p>Once you read the data, what did you do to summarize the information for easier readability?</p>	<p>credible source</p> <p>format</p> <p>bibliography</p> <p>citation page</p> <p>digital source</p> <p>data</p>
<p><b>W.8.9b 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”).</b></p>	<p>Identify the argument and claims</p> <p>Assess if reasoning is sound</p> <p>Identify the evidence for the claims outlined in the text or writing</p> <p>Evaluate the evidence based on strength of its connection to the overall theme or central idea.</p> <p>Evaluate the accuracy, sufficiency and relevance of all evidence.</p>	<p>How does the author’s portrayal compare to the historical accounts of the character or event?</p> <p>What evidence did you find to be factual?</p> <p>Fictional?</p> <p>What evidence do you have to support the author’s argument/claim that _____?</p> <p>What was the author’s objective in his/her portrayal of the character?</p> <p>Did the author indicate any bias of the history portrayal?</p>	<p>argument</p> <p>claims</p> <p>evidence</p> <p>evaluate</p> <p>strength</p> <p>theme</p> <p>central idea</p> <p>accuracy</p> <p>sufficiency</p> <p>relevance</p> <p>sound reasoning</p>
<p><b>SPEAKING AND LISTENING</b></p>			



<p><b>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b></p> <p><b>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</b></p> <p><b>b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</b></p> <p><b>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</b></p> <p><b>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b></p>	<p>Understand and use the rules for having a conversation with different partners</p> <p>Read and study material prior to participating in group discussions</p> <p>Monitor progress so that deadlines can be met</p> <p>Pose questions that connect to the topic/ideas</p> <p>Respond appropriately with evidence, observations and ideas relevant to the topic</p> <p>Question and reflect on discussions</p> <p>Acknowledge the contributions of others</p> <p>Modify opinions based on new information or evidence</p>	<p>What preparation or research have you done in order to fully participate in the discussion?</p> <p>Have you thought about the information or learning you will share?</p> <p>What progress has been made as a result of the discussion?</p> <p>How are you keeping track of the progress you are making?</p> <p>How will you make sure that you are all working together collaboratively?</p> <p>What role do you play in the discussion?</p> <p>Does it require any specific actions?</p> <p>How does the information presented connect with other information?</p> <p>How has the new information affected your own views?</p> <p>Has the information or evidence you heard caused a change in your thinking?</p>	<p>collaborative</p> <p>diverse</p> <p>express</p> <p>explicit</p> <p>reflect</p> <p>evidence</p> <p>deadlines</p> <p>collegial</p> <p>pose</p> <p>respond</p> <p>relevant/pertinent</p> <p>acknowledge</p> <p>warrant</p> <p>qualify</p> <p>justify</p>
<p><b>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the</b></p>	<p>Analyze why information is being presented using a particular format or media</p> <p>Identify the creator's message</p>	<p>How does the speaker use media?</p> <p>What is the effect of using visual formats to deliver the information?</p> <p>What is the motive of the presentation?</p>	<p>media</p> <p>format</p> <p>visual</p> <p>quantitative</p> <p>oral</p>



<p><b>motives (e.g., social, commercial, political) behind its presentation.</b></p>	<p>Determine how language, image and tone convey the message Evaluate the motive of the presenter</p>	<p>Given the speaker's motive, was the use of diverse media effective? Do you think the speaker's motives were political or social? Would you have chosen a different format to present this information? What did you considered in your analysis of the speaker's motive and how he presented the information?</p>	<p>motive evaluate social commercial political</p>
<p><b>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</b></p>	<p>Identify the arguments and claims made Analyze and determine whether the speaker's claims are sound and logical Determine whether the speaker has used sufficient evidence to support the claims and arguments Know when evidence cited is irrelevant to the topic or claim</p>	<p>Is the speaker's argument valid? Why or why not? Is the speaker's argument reasonable and based on logic? Were you able to follow the speaker's reasoning? Which claims were supported by the speaker? Which claims were unsupported? Can you find an example of a claim the speaker made that was not supported by evidence? How sound would you say this presentation is?</p>	<p>argument validity claims speaker supported unsupported appropriate proficiency reasoning delineate relevance/ pertinence</p>
<p><b>LANGUAGE</b></p>			
<p><b>L.8.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b> <b>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</b></p>	<p>Understand and correctly use all parts of speech Understand the use of gerunds, participles, and infinitives Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)</p>	<p>Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting? How can you change this verb to make your writing more exact? This sentence is written in passive voice; how can you change it to active voice?</p>	<p>active voice passive voice exact edit verb mood verb tone indicative mood imperative mood</p>



<p><b>b. Form and use verbs in the active and passive voice.</b></p> <p><b>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</b></p> <p><b>d. Recognize and correct inappropriate shifts in verb voice and mood.</b></p>	<p>Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.</p> <p>Have a command of conventions when writing and/or speaking</p> <p>Use modifiers clearly and correctly</p>	<p>What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?</p> <p>How can you change _____ to make it correct in Standard English?</p> <p>Use your editing skills to correct _____ to make your meaning clearer.</p> <p>Look at this pronoun, is it used as an object? Subject? How do you know? Is the pronoun used correctly?</p>	<p>interrogative mood</p> <p>subjunctive mood</p> <p>conditional mood</p>
<p><b>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</b></p> <p><b>b. Use an ellipsis to indicate an omission.</b></p> <p><b>c. Spell correctly.</b></p>	<p>Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)</p> <p>Understand that ellipsis indicates an omission</p> <p>Understand that a dash signals an abrupt pause</p> <p>Understand that a comma indicates a brief pause</p> <p>Understand homophones</p>	<p>You want to set off this information in this sentence, what punctuation would you use?</p> <p>You left some information out, or omitted some words, but want your reader to know there is more information. What punctuation should you use to indicate this right here?</p> <p>What would be a homophone for this word?</p>	<p>homophone</p> <p>comma</p> <p>ellipsis</p> <p>dash</p> <p>omission</p> <p>pause</p>
<p><b>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <p><b>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</b></p>	<p>Understand active and passive voice</p> <p>Understand conditional and subjunctive moods</p>	<p>What should you do to this sentence to express active voice?</p> <p>Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform?</p> <p>The mood of this sentence is conditional, how can you change some words to make it indicative?</p> <p>Why is it important to write in the same voice?</p>	<p>active voice</p> <p>passive voice</p> <p>uniform mood</p> <p>conditional mood</p> <p>indicative mood</p> <p>voice</p>



<p><b>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b></p> <p><b>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</b></p> <p><b>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA</b></p> <p><b>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b></p>	<p>Understand textual clues in a sentence (similar, opposite, explanation)</p> <p>Understand Greek and Latin affix and roots are clues to meaning</p> <p>Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital</p> <p>Understand context clues for word meaning</p>	<p>When you come to a word you don't understand, you should _____?</p> <p>What is the main idea of this sentence?</p> <p>Does it help you understand the word?</p> <p>Do you see a word that is similar or opposite of the word you don't understand that can help you with the meaning?</p> <p>Look at this affix, what does it mean? What does the whole word mean?</p> <p>What is the root meaning? How does that help you identify the word?</p> <p>Look in your thesaurus. Now, what does this word mean?</p> <p>Reread the sentence. Which words nearby will help you understand the meaning of the word?</p>	<p>greek affix</p> <p>Latin affix</p> <p>affix afijo</p> <p>thesaurus</p> <p>similar</p> <p>opposite</p> <p>context clues</p> <p>dictionary</p>
<p><b>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</b></p> <p><b>b. Use the relationship between particular words to better understand each of the words.</b></p>	<p>Explain and use figurative language ( simile, metaphor personification, pun, irony)</p> <p>Use analogies ( synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place)</p> <p>Use denotation and connotations for figurative language</p>	<p>Can you change this sentence and use a metaphor or a simile to help create image?</p> <p>This would be a good place to use irony.</p> <p>What can you change to add irony to add humor to this sentence?</p> <p>This sentence is written literally; change it to an analogy to convey your idea.</p> <p>Write this sentence using denotation and then using a connotation; which would be</p>	<p>denotation</p> <p>connotation</p> <p>irony</p> <p>analogy</p> <p>convey/transmit</p> <p>literally</p> <p>metaphor</p> <p>simile</p>



<p><b>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute.)</b></p>		<p>better than the current sentence? What mood are you trying to convey in your writing?</p>	<p>personification pun figurative language</p>
<p><b>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p>Use general academic words (i.e. analyze, contrast, predict, and confirm) when writing and speaking. Define and use domain-specific words (i.e. Science - cell, gene, and gravity; Social Studies – alliance, legislature, and commerce.) Use grade-appropriate vocabulary</p>	<p>Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word? What words should you replace in this text to show academic understanding of your topic? Why is this important? What will you look for if you want to improve your domain- specific vocabulary in science?</p>	<p>domain-specific word academic word convey/transmit</p>

## Mastery Standards for Ninth Grade

<i>Reading for Literature</i>	
<b>RL.9.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.9.2</b>	Determine a theme or central idea of a text.
<b>RL.9.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<i>Reading for Information</i>	
<b>RI.9.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



<b>RI.9.2</b>	Determine a central idea of a text.
<b>RI.9.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9.6</b>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>RI.9.7</b>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<b><i>Writing</i></b>	
<b>W.9.1b</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
<b>W.9.2d</b>	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>W.9.3d</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.9.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.
<b>W.9.9b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<b><i>Speaking and Listening</i></b>	
<b>SL.9.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.



	<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<b>SL.9.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<b>SL.9.3</b>	Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b><i>Language</i></b>	
<b>L.9.1</b>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
<b>L.9.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly</p>
<b>L.9.3</b>	<p>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.</p> <p>a. Write and edit work so it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>

## Mastery Standards for Tenth Grade



<b><i>Reading for Literature</i></b>	
<b>RL.10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RL.10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>RL.10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b><i>Reading for Information</i></b>	
<b>RI.10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.10.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>RI.10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>RI.10.7</b>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<b><i>Writing</i></b>	
<b>W.10.1b</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>W.10.2d</b>	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>W.10.3d</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



<b>W.10.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.
<b>W.10.9b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<b><i>Speaking and Listening</i></b>	
<b>SL.10.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>SL.10.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<b>SL.10.3</b>	Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<b><i>Language</i></b>	
<b>L.10.1</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>L.10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.



	c. Spell correctly
<b>L.10.3</b>	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. a. Write and edit work so it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

<b>9th and 10th Grade</b>			
<b>Standards</b>	<b>Skills</b>	<b>Question Stems</b>	<b>Vocabulary</b>
<b>READING</b>			
<b>RL.9-10.1</b> <b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>  <b>and</b>  <b>RI.9-10.1</b> <b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>	Analyze the text  Identify explicit textual evidence  Cite evidence  Draw inferences  Support inference using several pieces from the text  Provide varying degrees of support (evidence)	In this literary work, why _____?  What is the evidence in the text that supports your reasoning?  What inferences can you draw from the author's analysis of the text?  From your own analysis of the text?  What evidence most strongly supports your analysis?  Describe what you believe constitutes strong and thorough textual evidence.	analyze  cite  explicitly  strong textual evidence  thorough
<b>RL.9-10.2</b> <b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by</b>	Determine the theme or central idea  Identify how central idea is introduced and sequenced	What is the theme of ____ (literary work)? How does the author introduce this theme?  How does the author develop the theme over the course of the text?	theme or central idea  development  emerge



<p><b>specific details; provide an objective summary of the text.</b></p> <p><b>and</b></p> <p><b>RI.9-10.2</b></p> <p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b></p>	<p>Identify how the theme or central idea is shaped and refined by specific details</p> <p>Identify details that are directly stated from those that are implied</p> <p>Provide an objective summary of the text</p>	<p>What evidence did you find to support your answers?</p> <p>What details help shape and refine the theme?</p> <p>Summarize the text and include the theme, how it develops and key details that support it.</p> <p>What is an example of a summary that is not objective?</p>	<p>refined by details</p> <p>objective summary</p>
<p><b>RI.9-10.2</b></p> <p><b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b></p>	<p>Determine the central idea of a text</p> <p>Analyze the development of the central idea including how it emerges and develops</p> <p>Identify the specific details that shape and refine the central idea</p> <p>Provide an objective summary</p>	<p>What is the central idea of ____ (name of text)?</p> <p>When does it emerge? How is it developed over the course of the text?</p> <p>What specific details does the author give to shape and refine the text's central idea(s)? Why does the author create/use those details?</p> <p>Objectively summarize the text.</p>	<p>central idea</p> <p>course of a text</p> <p>shaped</p> <p>refined</p> <p>objective summary</p>
<p><b>RI 9-10.3</b></p> <p><b>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</b></p>	<p>Identify a series of ideas or events that are connected</p> <p>Analyze how the author presents the ideas or events (order and development)</p>	<p>How does the author present his first idea?</p> <p>How does the author unfold subsequent ideas (or events) in a way that helps the reader better understand the text's central points?</p> <p>Use specific examples from the text in your response.</p> <p>How does the author analyze the key ideas and events?</p>	<p>unfolds</p> <p>series</p> <p>introduce</p> <p>develop</p> <p>connections</p>



		<p>Why does the author present the information in the order presented in the text?</p> <p>What connections does the author make between the ideas and events? What led the author to make those connections?</p>	
<p><b>RL.9-10.6</b>  <b>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</b></p> <p><b>and</b></p> <p><b>RI. 9-10.6</b>  <b>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b></p>	<p>Understand and identify point of view</p> <p>Identify the influence of cultural experiences on point of view</p> <p>Understand and explain the development of the narrator/ speaker’s point of view</p> <p>Contrast the points of the character and the audience/reader</p> <p>Determine the effect of differing points of view</p> <p>Identify point of view</p>	<p>What is the author's point of view regarding ____ (state the subject matter, theme, etc.) in this literary work (from outside the US)?</p> <p>How does the author's culture and cultural experiences influence this point of view?</p> <p>What other stories have you read from this author or authors from the same region or culture? What are the similarities and differences in their points of view and cultural experiences?</p> <p>How does the point of view and cultural experiences differ from your own?</p>	<p>point of view</p> <p>cultural experiences</p> <p>world literature</p>
	<p>Identify point of view in text</p> <p>Identify purpose of a text</p> <p>Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)</p> <p>Understand author’s purpose</p>	<p>What is the author's view point on ____? What evidence supports your response?</p> <p>What is the author's purpose in writing this text? Use specific details to support your conclusion.</p> <p>What rhetoric does the author use to advance his/her point of view? Is the author effective? Why or why not?</p>	<p>rhetoric</p> <p>advance point of view</p>



<p><b>RI.9-10.7</b>  <b>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</b></p>	<p>Understand the differences in various mediums (print, video, multimedia)</p> <p>Compare the presentation of a subject in one or more mediums</p> <p>Evaluate the effectiveness of using different mediums</p> <p>Determine which details are emphasized in each account (medium)</p>	<p>What are the different types of mediums in which this information can be/is conveyed? How do each of those mediums portray the subject?</p> <p>Which details are stressed in each of the mediums?</p> <p>Why does the author/creator emphasize those details?</p> <p>What are the connections between the mediums?</p> <p>What details are omitted in one vs. another?</p> <p>Why are different details omitted in each account?</p>	<p>mediums</p> <p>accounts</p> <p>multimedia</p> <p>print</p> <p>video</p>
<b>WRITING</b>			
<p><b>W.9-10.1.b</b>  <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</b></p>	<p>Understand the rhetoric of argument</p> <p>Analyze a substantive topic or text</p> <p>Introduce a precise claim</p> <p>Provide reasons and evidence from substantive topics or texts to support claims</p> <p>Identify and distinguish counterclaims</p> <p>Develop claims and counterclaims objectively</p>	<p>Explain the meaning of the terms: substantive topics or texts, claims, valid reasoning, relevant and sufficient evidence.</p> <p>What are the components of a well written argument?</p> <p>How will you introduce your claim?</p> <p>What arguments will you give to support your claim?</p> <p>How might you decide that your reasoning is valid and relevant?</p>	<p>argument</p> <p>claims</p> <p>substantive topic</p> <p>valid reasoning</p> <p>relevant evidence</p> <p>sufficient evidence</p>



	<p>Organize reasons and evidence in a logical manner</p> <p>Analyze and address audience knowledge level/concerns</p> <p>Determine relevance of evidence</p> <p>Utilize credible sources</p> <p>Utilize transitional expressions to establish relationships between claims and reasons</p> <p>Understand how to maintain a formal style and objective tone</p> <p>Provide an effective conclusion</p>	<p>What evidence will you provide? How do you know if your sources are credible?</p> <p>What is your audience's knowledge and what are your audience's concerns about this topic and your claims? How will you address those concerns?</p> <p>How will you know if you are providing sufficient evidence to address the audience's concerns?</p>	
		<p>What reasons or evidence supports your claim? Is this sufficient to support your claim?</p> <p>What is your audience's knowledge level about this claim? How will you address this?</p> <p>What is your audience's concern about this claim/issue? How will you address these concerns in your writing?</p> <p>Which are your strongest reasons or evidence for your claim?</p> <p>What are the limitations of your claims?</p>	<p>limitations</p> <p>anticipate</p> <p>knowledge levels</p> <p>concerns</p>



		<p>What are likely counterclaims for your argument?          What evidence refutes these counterclaims?</p>	
<p><b>W.9-10.2d</b>  <b>Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic</b></p> <p><b>and</b></p> <p><b>W.9-10.3d</b>  <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p><b>d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b></p>	<p>Convey information accurately</p> <p>Understand and use various organizational structures</p> <p>Utilize formatting, graphics, and multimedia</p> <p>Introduce a topic/thesis statement and preview what is to follow</p> <p>Use facts, concrete details, quotations, examples to develop the topic</p> <p>Utilize various transitional expressions to establish cohesion between ideas and concepts</p> <p>Understand and use precise vocabulary</p> <p>Incorporate definitions of terms</p> <p>Understand and use domain-specific vocabulary</p> <p>Understand and use a formal style and objective tone</p> <p>Provide an effective conclusion</p>	<p>What is the purpose and what are the characteristics of informative/explanatory writing?</p> <p>How might you choose a topic for an informative/explanatory text? (Why did you choose this topic?)</p> <p>What part of this topic is the most complex and will require clear examples and explanation?</p> <p>How will you organize your writing? Why did you choose this organizational structure?</p> <p>What analysis have you done of this topic?</p>	<p>informative text</p> <p>explanatory text</p> <p>complex ideas</p> <p>accurately</p> <p>content</p>



		<p>Which sensory details will you use to convey a vivid picture of the experiences, events, setting and characters?</p> <p>How why did you choose those details?</p>	<p>precise</p> <p>telling details</p> <p>vivid</p> <p>sensory language</p>
<p><b>W.9-10.8</b>  <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</b></p>	<p>Gather print and digital information (research)</p> <p>Assess relevance and usefulness of information</p> <p>Assess credibility and accuracy of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Cite sources/bibliography</p> <p>Provide footnotes and endnotes</p>	<p>How do you conduct an advance search for resources?</p> <p>Which sources, print and digital, did you find to be the most beneficial to your research/writing? What useful information did they provide?</p> <p>How do you judge whether or not the source is authoritative and reliable?</p> <p>How do you integrate information into your writing to maintain the flow of ideas?</p> <p>How do you avoid plagiarizing?</p> <p>What standard format do you use to cite your research?</p>	<p>authoritative</p> <p>credible source</p> <p>advanced search</p> <p>integrate</p> <p>selectively</p> <p>plagiarism</p> <p>citation</p>
<p><b>W.9-10.9b</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	<p>Analyze literary or informational texts</p> <p>Assess soundness of reasoning and relevance of evidence</p> <p>Utilize evidence to support analysis/research</p>	<p>How does an author delineate and evaluate the argument and specific claims in a text?</p> <p>What is their reasoning and evidence?</p> <p>How do you know the reasoning is valid and the evidence is relevant and sufficient?</p>	<p>standards</p> <p>delineate</p> <p>assess</p> <p>valid reasoning</p>



<p><b>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</b></p>	<p>Recognize and understand organizational structures</p>	<p>How do you identify false statements and fallacious reasoning?</p> <p>How do you draw on their arguments in your writing?</p> <p>How do you draw on or address the Reading for Information standards in you writing?</p>	<p>relevant</p> <p>sufficient</p> <p>fallacious</p> <p>reasoning</p>
--	---	---	--

**SPEAKING AND LISTENING**

<p align="center"><b>SL.9-10.1</b></p> <p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p>	<p>Prepare for discussion by reading and researching topic</p> <p>Make reference to the evidence discovered during reading and researching</p> <p>During group discussions, come to consensus, make decisions, set goals and define individual roles</p> <p>Pose questions designed to move the discussion forward</p> <p>Include everyone in the discussion and build on their ideas as well as challenging them</p> <p>Consider &amp; respond to diverse perspectives</p>	<p>What are the norms for discussion? or What will be your group norms for your discussion?</p> <p>What are the different types of collaborative discussion? How does the collaborative nature of each differ? Do the norms differ for each?</p> <p>How did you select the topic/text or issue for this discussion?</p> <p>How did you prepare for this discussion?</p> <p>How do you use questioning to help others express their ideas more clearly?</p> <p>How do you build on the ideas of others?</p> <p>What is the benefit of listening to diverse points of view? How do you make sure all points of view are heard?</p>	<p>initiate</p> <p>range</p> <p>collaborative</p> <p>diverse</p> <p>persuasively</p>
--	---	--	--



<p><b>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</b></p> <p><b>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b></p>	<p>Justify your views and make new connections, if necessary, when presented with new evidence</p>	<p>If needed, how will you reach consensus?</p> <p>How will you express a different point of view if you disagree?</p>	
<p><b>SL.9-10.2</b> <b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</b></p>	<p>Present information using a variety of media or formats</p> <p>Integrate multiple sources of information including visual, quantitative and oral</p> <p>Evaluate the credibility of each source</p>	<p>How will you incorporate different forms of media; audio, graphic, digital, and print into your presentation? or discussion?</p> <p>Is the source of information credible or accurate? How do you know?</p>	<p>diverse media</p> <p>formats</p> <p>quantitatively</p> <p>evaluating</p>



	Evaluate the accuracy of each source	<p>Have you gathered enough information to make your presentation credible?</p> <p>How will your oral presentation give integrity to information and the sources you used?</p>	<p>credibility</p> <p>accuracy</p> <p>source</p>
<p><b>SL.9-10.3</b>  <b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b></p>	<p>Identify the speaker's point of view</p> <p>Determine if the speaker's reasoning is sound</p> <p>Know rhetorical devices (i.e.; parallelism, restatement, analogy)</p> <p>Identify faulty logic, or reasoning based on misleading statements</p> <p>Identify distorted or exaggerated evidence</p>	<p>What is the speaker's point of view and was it supported with strong evidence?</p> <p>Was the speaker's reasoning sound and logical?</p> <p>Was the speaker's evidence credible and believable?</p> <p>Was the evidence exaggerated or distorted?</p> <p>What rhetorical devices did the speaker use?</p> <p>Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning?</p> <p>How might you be able to determine if reasoning is false or the evidence is exaggerated or distorted?</p>	<p>sound reasoning</p> <p>rhetorical</p> <p>rhetoric</p> <p>parallelism</p> <p>analogy</p> <p>logic</p> <p>misleading</p> <p>distorted</p> <p>exaggerated</p>
<b>LANGUAGE</b>			
<p><b>L.9-10.1</b>  <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <p><b>a. Use parallel structure.</b></p>	<p>Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)</p> <p>Understand the differences between a phrase and a clause</p>	<p>Which errors in grammar conventions are the most common for you?</p> <p>What types of English errors do you make when writing or speaking?</p> <p>What resources do use to correct your English grammar errors?</p>	<p>conventions</p> <p>parallelism</p> <p>grammatical</p>



<p><b>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></p>	<p>Identify and use various types of phrases</p> <p>Identify and use various types of clauses</p> <p>Know sentence variety patterns</p> <p>Understand how sentence variety (use of clauses and phrases) affects meaning and interest</p>	<p>How can you improve your use of correct English when speaking?</p>	
		<p>What is parallel structure?</p> <p>Give an example of a parallel structure with verbs or verb phrases. Give an example of a parallelism that begins with clauses.</p> <p>What is the usual way to join parallel structures?</p> <p>Reread your paper, pausing at coordinating conjunctions. Check on either side to see whether the joined words and phrases are parallel. If not, make them parallel.</p> <p>Why is it important to use parallel structure in writing and speaking?</p> <p>Describe the seven types of phrases. Give examples of each.</p> <p>What are the different types of clauses you have seen in our writing and/or used when writing?</p>	<p>parallelism</p> <p>parallel structure</p> <p>parallel construction</p> <p>grammatical patterns</p> <p>adjectival phrases</p> <p>adverbial phrases</p> <p>participial phrases</p> <p>absolute phrases</p> <p>relative clauses</p> <p>adverbial clauses</p>



		<p>Why do we use a variety of phrases and clauses when we write or speak?</p> <p>How might a clause or phrase help us clarify the meaning of a word or concept?</p>	
<p><b>L.9-10.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></p> <p><b>b. Use a colon to introduce a list or quotation.</b></p> <p><b>c. Spell correctly.</b></p>	<p>Understand and correctly use standard English conventions</p> <p>Correctly use semicolons</p> <p>Correctly use colons</p> <p>Understand and correctly use/punctuate multiple independent clauses</p> <p>Identify and use conjunctive adverbs (i.e. consequently, therefore, however, nevertheless, meanwhile, in the meantime, furthermore, moreover, for example, for instance)</p> <p>Know standard English spelling conventions</p>	<p>Explain the rules for capitalization for titles of books, articles, song, etc.</p> <p>What other capitalization rules are challenging for you?</p> <p>Describe how the following punctuation should be correctly used: commas, apostrophes, hyphens, and quotation marks. Give examples of correct usage for each.</p> <p>What are the most common spelling errors you make?</p> <p>How do you remember correct spellings?</p> <p>What resources do you use to correct your spelling?</p>	<p>conventions</p> <p>Standard English capitalization</p> <p>punctuation</p>
		<p>What is the purpose of a semicolon?</p> <p>How does one use semicolons correctly in writing?</p> <p>What are three ways to write two independent clauses correctly?</p> <p>Can semicolons be used with coordinating conjunctions? Explain.</p>	<p>semicolon</p> <p>conjunctive adverb</p> <p>independent clauses</p> <p>related</p>



		<p>Give an example of a sentence that contains a main clause and subordinate clause and how to correctly punctuate them. How does the punctuation change if the sentence contains two main clauses?</p> <p>What is the purpose of a colon? What is the correct usage of a colon when introducing a list? When introducing a quotation?</p> <p>Where else in the English language do you see the symbol of a colon uses? Does it have the same or different purpose as a colon that introduces a list of quotation?</p> <p>What are some successful strategies you have used to improve your spelling skills?</p> <p>Does a spell check program improve your spelling in the long term? Explain. What are the limitations of a spell check program?</p> <p>How do you remember the correct spelling for homophones?</p> <p>How can knowledge of Greek and Latin roots and affixes improve your spelling?</p> <p>How might an employer or college recruiter respond to an application with numerous spelling errors?</p>	<p>colons</p> <p>quotations</p> <p>morphographic</p> <p>phonetic</p> <p>mnemonic</p> <p>foreign origins</p>
<p><b>L.9-10.3</b> <b>Apply knowledge of language to understand how language</b></p>	<p>Identify the context and the appropriate language choice</p>	<p>How does the language you choose to use in your writing change when the context (formal/informal, informational/narrative/argument) changes?</p>	<p>context</p> <p>language</p>



<p><b>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p><b>a. Write and edit work so it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</b></p>	<p>Identify and have knowledge of various style guidelines</p> <p>Consult reference materials (style manuals) for guidelines appropriate to the discipline</p> <p>Know standard English grammar, punctuation, and capitalization</p> <p>Know standard format for citing reference sources in a bibliography or works cited page</p>	<p>Why is it important to reevaluate your word choice when editing your papers?</p> <p>What impact does language have on you as a reader or listener?</p>	<p>functions</p> <p>style guidelines</p>
		<p>What are the different style guideline manuals on-line or in print?</p> <p>How do you determine which style manuals to use when you are writing?</p> <p>Is there one style manual that you have found to be the most appropriate and useful for your current grade level writing? Why is that style manual the most useful?</p> <p>How do you use the style manual to guide and/or edit your writing?</p>	<p>conforms</p> <p>discipline</p> <p>style guidelines</p>



## Mastery Standards for Eleventh Grade

<i>Reading for Literature</i>	
<b>RL.11.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RL.11.2</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>RL.11.6</b>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<i>Reading for Information</i>	
<b>RI.11.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



<b>RI.11.2</b>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>RI.11.3</b>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>RI.11.6</b>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>RI.11.7</b>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>Writing</b>	
<b>W.11.1b</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<b>W.11.2d</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<b>W.11.3d</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.11.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
<b>W.11.9</b>	Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth, nineteenth, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts,



	including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).
<b><i>Speaking and Listening</i></b>	
<b>SL.11.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>SL.11.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>SL.11.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>SL.11.4</b>	<p>Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, and a logical agreement such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade)</p> <p>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)</p>



<b>Language</b>	
<b>L.11.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
<b>L.11.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<b>L.11.4</b>	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<b>L.11.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<b>L.11.6</b>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

## Mastery Standards for Twelfth Grade



<b>Reading for Literature</b>	
<b>RL.12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RL.12.2</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>RL.12.6</b>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
<b>Reading for Information</b>	
<b>RI.12.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>RI.12.2</b>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>RI.12.3</b>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>RI.12.6</b>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>RI.12.7</b>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>Writing</b>	
<b>W.12.1b</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
<b>W.12.2d</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.



<b>W.12.3d</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<b>W.12.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
<b>W.12.9</b>	Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth, nineteenth and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).
<b><i>Speaking and Listening</i></b>	
<b>SL.12.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>SL.12.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.



<b>SL.12.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>SL.12.4</b>	<p>Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, and a logical agreement such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade)</p> <p>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)</p>
<b>Language</b>	
<b>L.12.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
<b>L.12.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
<b>L.12.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>



	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.12.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<b>L.12.6</b>	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

11th and 12th Grade			
Standards	Skills	Question Stems	Vocabulary
<b>READING</b>			
<b>RL.11-12.1</b> <b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b>  <b>and</b>  <b>RI.11-12.1</b>	Analyze the text  Identify explicit textual evidence  Cite evidence  Draw inferences  Support inference using textual evidence  Determine matters of uncertainties	What explicitly stated textual evidence did you identify to support your analysis of the text? Cite several examples.  What inferred textual evidence did you identify to support your analysis of the text? Cite several examples.  What uncertainties remain? What additional information is needed to address uncertainties?	analyze  cite  explicitly  strong textual evidence  thorough



<p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></p>	<p>Analyze the text</p> <p>Identify what is explicitly stated in the text</p> <p>Infer additional information from a text</p> <p>Distinguish between inferences and explicit ideas</p> <p>Determine uncertainties in the text</p>	<p>Why did the author purposely leaves events open-ended, vague or inconclusive?</p> <p>What are the structures and elements of nonfiction such as letters, journals, speeches, essays?</p> <p>What are the structures and elements of contracts, technical manuals, etc. What is stated explicitly in the text? What evidence leads you to this conclusion?</p> <p>What inferences can you draw from the text? What specific evidence supports or leads to each inference?</p> <p>Where does the text leave matters uncertain?</p> <p>What additional information is necessary to clarify the uncertainties?</p> <p>Why does the author leave ____ uncertain?</p>	<p>explicitly</p> <p>definitive</p> <p>uncertain</p>
<p><b>RL.11-12.2</b></p> <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b></p> <p><b>and</b></p>	<p>Identify central ideas or themes</p> <p>Analyze theme /central idea development</p> <p>Identify interactions and how they build on one another</p> <p>Provide an objective summary</p> <p>Interpret theme and how it relates to character relationships</p>	<p>Describe the multiple themes conveyed in this text.</p> <p>How does the author introduce each theme?</p> <p>How does the author develop each theme?</p> <p>How do the themes interact and build on one another?</p>	<p>theme</p> <p>interact</p> <p>complex account</p> <p>inter-relationship</p> <p>exposition</p> <p>imagery</p>



<p><b>RI.11-12.2</b>  <b>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</b></p>	<p>Identify multiple central ideas</p> <p>Analyze development of central ideas</p> <p>Analyze how central ideas interact and build on each other</p> <p>Analyze the role of supporting ideas to the central idea</p> <p>Provide an objective summary of text</p>	<p>What are the central ideas of the text How were the central ideas developed?</p> <p>How do the central ideas interact and build on each other?</p> <p>How are the central ideas similar/different?</p> <p>What supporting ideas are included in the text?</p> <p>Which helps develop the central ideas of the text?</p> <p>What key points would need to be included in an objective summary the text? What should not be included? Why?</p>	<p>conflict (in literature)</p> <p>central idea</p> <p>inter-relationships</p> <p>interact</p> <p>complex analysis</p>
<p><b>RI.11-12.3</b>  <b>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b></p>	<p>Analyze a complex set of ideas, individuals, and events</p> <p>Trace development of ideas, individuals, events</p> <p>Explain the interaction and development of individuals, ideas, or events in the text</p>	<p>Are the ideas complex in this text? Explain.</p> <p>What is the development of the ideas in the text?</p> <p>Identify the text's sequence of events. Is the sequence of events easy to follow and comprehend? Why or why not?</p> <p>Explain how the interaction of individuals/events/ideas develops over the course of the text.</p>	<p>literary structures</p> <p>interact</p> <p>develop</p> <p>complex</p> <p>course</p>
<p><b>RL.11-12.6</b></p>	<p>Perceive unstated point of view</p>	<p>Which direct statements in the text are meant to convey a different meaning?</p>	<p>grasping point of view</p> <p>satire</p>



<p><b>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</b></p> <p><b>and</b></p> <p><b>RI.11-12.6</b></p> <p><b>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</b></p>	<p>Recognize and understand satire, sarcasm, irony</p> <p>Recognize and understand understatement</p>	<p>Compare and contrast satire, sarcasm and irony Where and how did the author use sarcasm (or irony)? What impact did sarcasm/irony have on the events, characterizations, or tone?</p> <p>In what other texts you have read that the author used sarcasm/irony ? How are the authors' styles and points of view similar and different?</p> <p>Give an example of a text you read that is a satire? Describe what satire is and how it was an effective vehicle for the story and author's message or tone.</p> <p>Describe the meaning of understatement in literature. How and why would an author use understatement?</p> <p>Give examples from your own life when you said one thing and meant another and why you chose to do that (or when you used sarcasm or irony and why).</p>	<p>irony</p> <p>sarcasm</p> <p>understatement</p>
	<p>Determine author’s point of view or purpose</p> <p>Analyze rhetorical devices</p> <p>Understand persuasion</p> <p>Analyze style</p> <p>Analyze content</p>	<p>What is the author’s point of view or purpose? How does this point of view add to the effectiveness/power/persuasiveness of the text?</p> <p>How does the author use language (rhetoric) to influence the reader?</p> <p>How does the author's rhetoric contribute to the aesthetics of the text?</p>	<p>rhetoric</p> <p>contribute</p> <p>persuasiveness</p>



	Appreciate aesthetics of text		
<p><b>RI.11-12.7</b>  <b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p>	<p>Evaluate multiple sources of information in various media and formats (print, visual)</p> <p>Integrate and use multiple sources of information in various media and formats to address a question or solve a problem</p>	<p>What mediums are used to present the subject? How effective is each medium in addressing the question?</p> <p>How is the information formatted in each medium?</p> <p>Do the various sources of information share complimentary or congruent ideas?</p> <p>What connections can be drawn between /among the mediums?</p> <p>How does information presented visually, quantitatively, or in written format, affect how the reader perceives the information?</p> <p>How will you integrate information from different mediums to solve the problem of _____?</p>	<p>media</p> <p>mediums</p> <p>formats</p> <p>visually</p> <p>quantitatively</p> <p>correlations</p>
<b>WRITING</b>			
<p><b>W.11-12.1b</b>  <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a</b></p>	<p>Understand the rhetoric of argument</p> <p>Analyze a substantive topic or text</p> <p>Introduce a precise claim</p> <p>Establish significance of claims</p> <p>Provide reasons and evidence from substantive text to support claim</p>	<p>What reasons/evidence best support your claim? Is the evidence the most relevant and significant? Are the reasons and evidence sufficient? How do you know?</p> <p>How can you support your assertion by appealing to logic (reasoning)?</p> <p>What counterclaims can be made? Have you addressed them fairly? Thoroughly?</p>	<p>thoroughly</p> <p>relevant</p> <p>evidence</p> <p>limitations</p> <p>anticipate</p> <p>biases</p>



<p><b>manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</b></p>	<p>Identify and distinguish counterclaims</p> <p>Develop claims and counterclaims fairly</p> <p>Organize reasons and evidence in a logical manner</p> <p>Support assertions through appeal to logic or emotion</p> <p>Analyze and address audience considerations, values, and biases</p> <p>Determine relevance of evidence</p> <p>Utilize transitional expressions to establish relationships between claims and reasons</p> <p>Understand how to maintain a formal style and objective tone</p> <p>Provide an effective conclusion</p>	<p>What are the strengths and limitations of your claims and counterclaims?</p> <p>What is the knowledge level and what are the values of your audience?</p> <p>What are the possible concerns and biases of your audience?</p>	
<p><b>W.11-12.2d</b>  <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>d. Use precise language, domain-specific vocabulary, and</b></p>	<p>Convey information accurately</p> <p>Understand and use various organizational structures</p> <p>Utilize formatting, graphics, and multimedia</p> <p>Introduce a topic/thesis statement and preview what is to follow</p>	<p>What language will help convey the necessary information and clarify the topic?</p> <p>What domain-specific vocabulary will you use to help clarify the topic?</p> <p>How will you determine the audience's level of knowledge about the topic and when definitions are needed?</p>	<p>precise</p> <p>domain-specific</p> <p>techniques</p> <p>metaphor</p> <p>analogy</p>



<p><b>techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>and</b></p> <p><b>W.11-12.3d</b></p> <p><b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p><b>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b></p>	<p>Use facts, concrete details, quotations, examples to develop the topic</p> <p>Utilize various transitional expressions to establish cohesion among ideas and concepts</p> <p>Understand and use precise vocabulary</p> <p>Use figurative language</p> <p>Understand and use domain-specific vocabulary</p> <p>Understand and use a formal style and objective tone</p> <p>Provide an effective conclusion</p>	<p>How might you use metaphor, simile and/or analogy to help clarify complex ideas, concepts and information?</p>	<p>complexity</p>
	<p>Convey an experience or event</p> <p>Understand narrative (vs. expository) techniques</p> <p>Establish context and narrator/characters</p> <p>Understand and establish a/multiple point(s) of view</p> <p>Establish multiple plot lines</p> <p>Organize a logical/natural event sequence</p>	<p>Which sensory details will you use to convey a vivid picture of the experiences, events, setting and characters? How why did you choose those details?</p> <p>What are "telling details? Give examples of such details from your writing.</p> <p>What words or phrases signal shifts from one time frame to another evident?</p>	<p>precise</p> <p>telling details</p> <p>vivid</p> <p>sensory language</p>



	<p>Craft dialogue</p> <p>Use descriptive/sensory language</p> <p>Utilize transitional expressions to convey sequence and signal shifts</p> <p>Provide a conclusion that reflects upon the resolution</p>		
<p><b>W.11-12.8</b>  <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</b></p>	<p>Gather print and digital information (research)</p> <p>Assess relevance and usefulness of information</p> <p>Assess credibility and accuracy of sources</p> <p>Utilize quotes</p> <p>Paraphrase correctly</p> <p>Cite sources/bibliography</p> <p>Provide footnotes and endnotes</p>	<p>How do you conduct an advance search for resources?</p> <p>Which sources, print and digital, did you find to be the most beneficial to your research/writing? What useful information did they provide?</p> <p>How do you judge whether or not the source is authoritative and reliable? What are the strengths and limitations of each source? Take into consideration the task, purpose and audience as you evaluate each. Explain your reasoning.</p> <p>How do you avoid overreliance on any one source?</p> <p>How do you integrate information into your writing to maintain the flow of ideas?</p> <p>How do you avoid plagiarizing?</p>	<p>authoritative</p> <p>credible source</p> <p>advanced search</p> <p>integrate</p> <p>selectively</p> <p>plagiarism</p> <p>citation</p> <p>limitations</p> <p>task</p> <p>overreliance</p>



		What standard format do you use to cite your research?	
<p><b>W.11-12.9</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</b></p> <p><b>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</b></p>	<p>Analyze literary or informational texts</p> <p>Assess soundness of reasoning and relevance of evidence</p> <p>Utilize evidence to support analysis/research</p> <p>Recognize and understand organizational structures</p>	<p>What evidence can you draw from the passage to support your analysis or position?</p> <p>What conclusions can you make based on the text(s)?</p> <p>How do you draw evidence from literary or informational texts to support your analysis and reflection?</p> <p>When might it be better to use primary rather than secondary sources to support your research?</p> <p>How do you determine the soundness of reasoning of the text you are analyzing?</p>	<p>evidence</p> <p>literary texts</p> <p>informational texts</p> <p>reflection</p>
<b>SPEAKING AND LISTENING</b>			
<b>SL.11-12.1</b>	Know how to initiate a discussion	What are your group norms for discussion?	initiate



<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</b></p> <p><b>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b></p>	<p>Use appropriate structures to build on the ideas of others.</p> <p>Prepare for discussions by reading and referring to the researched material</p> <p>Use civil, democratic discussions when working with peers</p> <p>--- Set goals, deadlines and roles for the group</p> <p>--- Pose and respond to questions in a manner that is open-ended and will propel conversations forward</p> <p>Create a system for presenting multiple positions on a topic or issue</p> <p>Create an environment where creative and divergent thinking are promoted/encouraged</p> <p>Understand organizational patterns that will help speech be coherent and logical</p> <p>Respond to diverse perspectives</p> <p>Evaluate the responses, and determine if additional information or research is required</p>	<p>What are the different types of collaborative discussion? How does the collaborative nature of each differ? Do the norms differ for each?</p> <p>How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?</p> <p>How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?</p> <p>What questions did your group create to help stimulate the discussion about the ideas to be discussed?</p> <p>Are you asking for clarification when there are details or evidence presented that you don’t understand?</p> <p>How will you make sure that everyone’s viewpoint is expressed during the discussion?</p> <p>When there are differences in opinion how will you respond and justify your own viewpoint or reasoning?</p> <p>What appropriate kinds of responses might you make that let the speaker know that you respect their opinion, but that you don’t agree with it?</p> <p>Who was the most persuasive when they speak? What words, tone, etc. makes them persuasive?</p>	<p>range</p> <p>collaborative</p> <p>diverse</p> <p>persuasively</p>
---	--	---	--



<p><b>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b></p>			
<p><b>SL.11-12.2</b>  <b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p>	<p>Gather information from multiple sources</p> <p>Integrate information from print and digital sources</p> <p>Evaluate the accuracy and credibility of sources</p> <p>Based on the accuracy/credibility of sources, make decisions and solve problems</p> <p>Understand diverse media formats (e.g., visually, quantitatively, and oral)</p>	<p>How will you incorporate different forms of media; audio, graphic, digital, and print into your presentation? or discussion?</p> <p>Is the source of information credible or accurate? How do you know?</p> <p>Have you gathered enough information to make your presentation credible?</p> <p>How will your oral presentation give integrity to information and the sources you used?</p> <p>How will the information presented be used find a solution to a problem?</p> <p>What decisions could be made as a result of the information presented?</p> <p>Did you note any discrepancies in your data? How did you resolve the discrepancy?</p>	<p>diverse media</p> <p>formats</p> <p>quantitatively</p> <p>evaluating</p> <p>credibility</p> <p>accuracy</p> <p>source</p> <p>informed decision</p> <p>discrepancies</p>



<p style="text-align: center;"><b>SL.11-12.3</b>  <b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p>	<p>Identify the speaker's point of view</p> <p>Evaluate the reasoning and use of evidence</p> <p>Identify the speaker's stance (pro/con; support/oppose)</p> <p>Know what premises the speaker wants the listener to assume are true</p> <p>Understand the difference between evidence and rhetoric</p> <p>Evaluate how the speaker links ideas to support his point of view</p> <p>Analyze how word choice and tone influence the perception of point of view, reasoning and evidence</p>	<p>What is the speaker's point of view and was it supported with strong evidence? Was the speaker's reasoning sound and logical?</p> <p>Was the speaker's evidence credible and believable?</p> <p>Was the evidence exaggerated or distorted?</p> <p>What rhetorical devices did the speaker use?</p> <p>Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning?</p> <p>How might you be able to determine if reasoning is false or the evidence is exaggerated or distorted?"</p> <p>Evaluate and explain what and how the speaker's emphasizes.</p> <p>Determine the speaker's stance and analyze if the evidence supports the stance</p> <p>Was the speaker's reasoning sound and logical?</p> <p>How did the speaker's choice of words influence the perception of the soundness of the points being made? What was the tone of the speech?</p> <p>What rhetorical devices did the speaker use? Were they effective?</p>	<p>sound reasoning</p> <p>rhetorical</p> <p>rhetoric</p> <p>parallelism</p> <p>analogy</p> <p>logic</p> <p>misleading</p> <p>distorted</p> <p>exaggerated</p> <p>stance</p> <p>premises</p> <p>emphasis</p> <p>tone</p>
--	--	---	---



		Can you point out examples when the speaker tried to mislead his/her audience by using flawed reasoning?	
<p><b>SL.11-12.4</b>  <b>Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	<p>Present information, findings, and evidence clearly using:          --- appropriate eye contact          --- adequate volume          --- clear pronunciation</p> <p>Plan and deliver a reflective presentation that:          --- explores a personal experience          --- uses sensory language          --- conveys a distinct perspective and line of          --- use appropriate narrative techniques</p> <p>Plan and present an argument that:          --- supports a claim with evidence          --- uses rhetorical devices          --- uses a variety of syntactical structures to link          --- is organized in a cohesive, logical manner</p>	<p>What information, findings and supporting evidence are you presenting?</p> <p>What is your clear and distinct perspective on this information, findings and/or supporting evidence?</p> <p>What are alternative or opposing perspectives? How did you address these in your presentation?</p> <p>Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?</p> <p>Does your conclusion support the arguments you made and help provide cohesion to your presentation?</p> <p>How will you present information, findings, and supporting evidence so that the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks?</p>	<p>supporting evidence</p> <p>concisely</p> <p>logically</p> <p>substance</p> <p>distinct perspective</p> <p>opposing perspective</p> <p>alternate perspective</p> <p>range</p>
<b>LANGUAGE</b>			
<p><b>L.11-12.1</b>  <b>Demonstrate command of the conventions of standard English</b></p>	<p>Demonstrate a command of English grammar and diction</p>	<p>Is this sentence grammatically correct? How can it be improved?</p>	<p>command</p> <p>conventions</p>



<p><b>grammar and usage when writing or speaking.</b></p> <p><b>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</b></p> <p><b>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</b></p> <p><b>and</b></p> <p><b>L.11-12.2</b> <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Observe hyphenation conventions.</b></p> <p><b>b. Spell correctly.</b></p>	<p>Understand the difference between formal and informal register</p> <p>Use reference materials to resolve usage questions</p> <p>Understand and correctly use English conventions</p> <p>Understand when to use hyphenation</p> <p>Know the resources available with information on when to use hyphenation</p> <p>Know spelling conventions of standard English</p>	<p>Has this convention changed over time? How does current usage differ from that of the past?</p> <p>What reference material might you consult when unsure of a complex usage issue?</p> <p>What are the rules for capitalization and punctuation that you encounter today? Have these changed over the past few years?</p> <p>How are the capitalization, punctuation and spelling conventions different for informal (texting, messaging, etc.) vs. formal uses? How does informal spelling, capitalization, punctuation conventions perceived in formal settings?</p>	<p>standard English grammar</p> <p>diction</p> <p>conventions</p> <p>Standard English</p> <p>capitalization</p> <p>punctuation</p>
<p><b>L.11-12.4</b> <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b></p>	<p>Use context clues to derive word meaning</p> <p>Use Greek and Latin affixes and roots to derive word meaning</p> <p>Identify word families and parts of speech</p>	<p>"Which word or phrases were new to you in the last text you read? What strategies do you use to determine the meaning of unknown words and phrases?"</p> <p>How have the strategies you use to determine or clarify the meaning of unknown and</p>	<p>clarify</p> <p>multiple-meaning</p> <p>flexibly</p> <p>range</p>



<p><b>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</b></p> <p><b>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</b></p> <p><b>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b></p>	<p>Use reference materials to derive word meanings</p> <p>Use reference materials to determine correct pronunciation of words</p> <p>Trace the etymology of words</p> <p>Verify word meaning</p>	<p>multiple-meaning words and phrases changed over time?"</p> <p>What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</p> <p>What is the origin of the word? Did it derive from another language?</p> <p>What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?</p>	
--	--	---	--



<p style="text-align: center;"><b>L.11-12.5</b>  <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b></p> <p><b>b. Analyze nuances in the meaning of words with similar denotations.</b></p>	<p>Understand figurative language ( simile, metaphor, personification, hyperbole, paradox)</p> <p>Understand denotation and connotations</p>	<p>Give examples of different types of figurative language, identify the type of figurative language and its purpose in writing and speaking.</p> <p>What is the importance of shades of meanings of words when reading and writing?</p> <p>How does understanding the relationship among words in a sentence assist comprehension?</p> <p>This sentence is written literally; how can you exaggerate your idea?          Although very similar in meaning, how do the words slightly differ in meaning?</p> <p>What is the relationship between these words?</p> <p>What is the explicit/direct meaning of the word?</p> <p>Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?</p> <p>Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?</p>	<p>figurative language</p> <p>word relationships</p> <p>nuances</p>
<p style="text-align: center;"><b>L.11-12.6</b>  <b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</b></p>	<p>Identify, understand, and use general academic terms</p> <p>Identify, understand, and use domain-specific terms</p>	<p>What strategies do you use to improve/increase your knowledge of words and phrases (vocabulary)?</p> <p>Why are domain specific words important to use in writing and speaking?</p>	<p>domain-specific</p> <p>sufficient</p> <p>college readiness</p>



<p><b>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p>Independently build vocabulary</p>	<p>How will knowing and using general academic and domain-specific words and phrases assist you in college? On the job?</p> <p>What strategies do you use for identifying, understanding, and using high-utility academic words?</p> <p>Which strategies do you still need to develop to build greater independence in comprehending vocabulary?"</p>	<p>career readiness</p> <p>independence</p> <p>considering</p>
--	---------------------------------------	---	--