ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING 6-12	READING STANDARD	GRADE SIX SKILL	ASSESSMENT	RESOURCES

How will making predictions aid in understanding text?
 	
How does paragraph structure organize reading?
 	
What are the benefits of literature circles?
 	
How does silent reading enhance one's ability to read aloud?
 	
What strategies do you already know to help you understand text?
 	
How is reading a book a more personal practice than watching a movie or play?
 	
How will graphic organizers aid in comprehension?
	Key Ideas and Details
	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.
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	Craft and Structure
	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6. Assess how point of view or purpose shapes the content and style of a text.
	Integration of Knowledge and Ideas
	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
		Literature
		
		Key Ideas & Details
		
		Craft & Structure
		
		Integration of Knowledge and Ideas
		
		Range of Reading & Level of Text Complexity
		
		Responding to Literature
			• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
			• 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.
			• Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.
			
			• Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
			• Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
			• Explain how the author develops the point of view of the narrator or speaker in a text.
			  ➤ Explain how and author's geographic location or culture affects his or her perspective.
			
			• Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceived when the listen or watch.
			• 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
			
			• Read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding needed at the high end of the range by the end of year
			
			• Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations
			  ➤ Self-select text base on personal preferences.
				Journeys:
				Journeys Weekly, Benchmark and Unit Tests L6
				
				New York State Grade 6 Language Arts Test Reading, Listening & Reading, Reading & Writing
				
				Note: Students at risk should be monitored more frequently for growth. (*Response to Intervention, RTI*)
				
				Story Maps
				
				Conference log
				
				Reading Journals and Lists
				
				Observation
				
				Checklists
				
				Rubrics
				
				Short answer, open response
				
				Extended Essay
				
				Venn diagram (graphic
					Literature: Stories, Drama Poetry
					
					Grades 6-8 By Grade 8 50%
					1. Little Women
					2. The Adventures of Tom Sawye
					3. The Road Not Taken
					4. The Dark is Rising
					5. Dragonwings
					6. Roll of Thunder, Hear My Cry
					
					Informational: Literary Nonfiction
					By Grade 8 55%
					1. Letter on Thomas Jefferson
					2. Narrative on the Life of Frederick Douglas, an America Slave
					3. Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940 by Winston Churchill
					4. Harriet Tubman: Conductor the Underground Railroad
					5. Travels with Charlie: In Sear of America
					
					Authors and Illustrators
					www.macmillan.com
					
					A-Z Reading
					www.readinga-z.com
					
					Brain Pop
					http://www.brainpop.com/

Essential Questions	Anchor Standards	Strands	Grade-Level Standards	Assessments	Resources

How might your location and prior knowledge influence your thoughts about a topic?
 	
Does going back to the text and rereading improve understanding?
 	
What clues might an author provide to aid a reader in understanding specific elements of a text?
 	
What can you do to verify information in a text?
 	
What topics are important for 6th grade students to understand?
 	
What details do you need to know to write and explain a topic?
	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature.)
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	Range of Reading and Level of Text Complexity
	10. Read and comprehend complex literary and informational texts independently and proficiently.
	Responding to Literature
	11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.
	
	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING
	
	Text Type and Purposes
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the
		Informational Text
		
		Key Ideas & Details
		
		Craft and Structure
		
		Integration of Knowledge & Ideas
		
		Range of Reading and Level of Text Complexity
		
		Writing
		
		Text Types and Purpose
			➢ Use established criteria to classify, select, and evaluate texts to make informal judgments about the quality of the pieces.
			
			• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
			• 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.
			• Analyze in detail how a key individual, event, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
			
			• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
			• Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
			• Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.
			
			• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as words to develop coherent understanding of a topic or issue.
			• Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence claims that are not.
			• Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
			  ➢ Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
			
			• Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
			
			• Write arguments to support claims with clear reasons and relevant evidence.
			  ➢ Introduce claim(s) and organize the reasons and evidence clearly.
			  ➢ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
				organizer)
				Analysis using criterion based rubric.
				
				Measuring Range, Quality & Complexity of Student Reading
				Informal Reading Inventories(IRI's)
				
				Text based discussion review,
				Criterion based rubric
				
				Essay, summary, and/or report that articulates a clear thesis statement supported with details, and appropriate conventions of writing, literary devices (2-4 pages)
				Criterion based rubric
				
				Samples of student work accumulated overtime on a range of writing styles.
				
				Writing rubrics.
				
				Literature extension:
				• scripts for drama
				• visual arts
				• written forms
					<u>Classroom Assessment & Grading,</u> Robert Marzano
					
					CCSS for ELA and Literacy include 3 appendices:
					• Appendix A Research supporting key elements of the standards and Key Terms
					• Appendix B: Test Exemplars and Sample Performance Tasks
					• Appendix C: Samples of Student Writing
					Common Core:
					• Getting Started With the Common Core
					• Common Core Implementation, instructional Shifts Video Series
					• Curriculum Exemplars
					
					http://www.corestandards.org
					
					http://www.emsc.nysed.gov/ciai/
					
					http://engageny.org/teachers/
					
					<u>Common Formative Assessments,</u> Larry Ainsworth and Donald Viegut
					
					<u>Cooperative Learning Cooperative Learning,</u> Spencer Kagan, www.KaganOnline.com
					
					<u>Curriculum 21: Essential Education For A Changing</u>

Essential Questions	Content	By Grade	Standards	Examples / Assessment	Resources
What are the parts of an essay? What is a primary source document? How do you find secondary source documents? What are the narrative techniques that are used in writing? How does a conclusion explain and bring closure to a piece of writing? What advantages or disadvantages are there to accessing the Internet for use in sharing information? How do you know an Internet source is credible?	effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Production and Distribution of Writing** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **Research to Build Present and Present Knowledge** 7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research. 9. Draw evidence from literary or informational texts to support analysis, reflection and research. **Range of Writing** 10. Write routinely over extended time frames(time for research, reflection, and revision) and	By Grade 8 To persuade 35% To explain 35% To convey experience 30% ***Production and Distribution of Writing***	➢ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ➢ Establish and maintain a formal style. ➢ Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. ➢ Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ➢ Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ➢ Use appropriate transitions to clarify the relationships among ideas and concepts. ➢ Use precise language and domain-specific vocabulary to inform or explain about a topic. ➢ Establish and maintain a formal style. ➢ Provide a concluding statement or section that follows from the information or explanation presented • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. ➢ Engage and orient the reader by establishing a context, and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically. ➢ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ➢ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ➢ Use precise words and phrases, relevant descriptive details and sensory language to convey experience and events. ➢ Provide a conclusion that follows from the narrated experiences or events. • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. ➢ *Grade specific expectations for writing types are defined standards 1-3.* ➢ Produce text (print or nonprint) that explores a variety of cultures and perspectives.	• webs • charts • time lines • murals Examples of writing across the curriculum • reports • journals • literature logs • feature article • Document based summaries Student record of books read and attempted Oral reports and presentations(5-7 minutes) Criterion based rubric	World, Heidi Hayes Jacobs Critical Thinking: Basic Theory and Instructional Structures Handbook, Richard W. Paul, Linda Elder The Differentiated Classroom: Responding To The Needs Of All Learners, Carol Ann Tomlinson Effective Classroom Assessment: Linking Assessment with Instruction by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus Ekwall/Shanker Reading Inventory 5th Edition, James Shanker & Ward A. Cockrum Global Classroom www.k12virtualclassroom.us Great Books www.greatbooks.org *Journeys* Comprehensive Language and Literacy Guide, 6th https://www-k6.thinkcentral.com/ePC/start.do Leveling Books K-6: Matching Readers to Text [Paperback]

			With(some) guidance and support from peers and adults:		Brenda M. Weaver
What aspects of analysis and reflection are you using to demonstrate understanding of literary and informational text?	shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences. **Responding to Literature** 11. Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.		• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ➢ *Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 6.* • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		www.middleweb.com Mosaic of Thought: Teaching Comprehension in a Reader's Workshop, Ellin Oliver Keene and Susan Zimmerman.
		Research to Build and Present Knowledge	• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. • Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • Draw evidence from literary or informational texts to support analysis, reflection and research. ➢ Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories or poems; historical novels and fantasy stories] in terms of their approaches to similar topics or themes). ➢ Apply *grade 6 Reading standards,* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons from claims that are not.		Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/ http://www.reading.org/ Writing Process/Six Traits http://www.readwritethink.org http://educationnorthwest.org/traits
Why is important to write frequently and revisit your work? How will you discern the quality of a presentation? What is a focused discussion? How will referring to text in a discussion improve your understanding of a topic? Why are discussion rules valuable and necessary?					
	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING **Comprehension and Collaboration** 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate	***Range of Writing*** ***Responding to Literature*** **Speaking & Listening** ***Comprehension and Collaboration***	• Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences. • Create and present a text or art work in response to literary work. ➢ Develop a perspective or theme supported by relevant details. ➢ Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. ➢ Create poetry, stories, plays and other literary forms (e.g., videos, art work). • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher –led) with diverse partners on *grade 6 topics, texts and issues*, building on others' ideas and expressing their own clearly. ➢ Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence		http://www.time4learning.com www.scholastic.com *Using Formative Assessment to Monitor Learning and Inform Instruction:* Giselle O. Martin-Kniep, Ph. D

Will listening to others' perspectives help you to gain a deeper understanding of a topic? When (*or is it ever.*) appropriate **not** to use formal English? How can you learn and recognize correct conventions of language by analyzing passages in text? How do you use context clues to understand passages in text?	information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **Presentation of Knowledge and Ideas** 4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE** **Conventions of Standard English** 1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language** 3. Apply knowledge of language to understand how language functions	*Presentation of Knowledge and Ideas* **Language** *Conventions of Standard English*	on the topic, text, or issue to probe and reflect on ideas under discussion. ➢ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ➢ Pose and respond to specific questions with elaborations and detail by making comments that contribute to the topic, text or issue under discussion. ➢ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection or paraphrasing. ➢ Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. • Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. ➢ Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • Present claims and findings sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. • Adapt speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ➢ See grade 6 Language standards 1 and 3. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ➢ Ensure that pronouns are in the proper case (subjective, objective, and possessive). ➢ Use intensive pronouns (e.g., myself, ourselves). ➢ Recognize and correct inappropriate shifts in pronoun number and person. ➢ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). ➢ Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		

in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.
6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	Knowledge of Language
	
	Vocabulary Acquisition and Use
		• Demonstrate command if the conventions of Standard English capitalization, punctuation, and spelling when writing.
		  ➢ Use punctuation (commas, parenthesis, dashes) to set of nonrestrictive/parenthetical elements.
		  ➢ Spell correctly.
		
		• Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		  ➢ Vary sentence patterns for meaning, reader/listener interest, and style.
		  ➢ Maintain consistency in style and tone.
		
		• Determine or clarify meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
		  ➢ 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 a meaning of a word or phrase.
		  ➢ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
		  ➢ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		  ➢ 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.
		• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		  ➢ Interpret figures of speech (e.g., personification) in context.
		  ➢ Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
		  ➢ Distinguish among the connotations (associations) of words with similar (definitions) (e.g., sting, scrimping, economical, unwasteful, thrifty).
		• Acquire and use accurately grade-appropriate general and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		