

# RL.6.1

**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Essential Skills/Concept

- Reading comprehension
- Draw inferences
- Cite specific examples and details to support inferences
- Analyze the text

## Academic Vocabulary/Cognates

- |                    |                     |
|--------------------|---------------------|
| • analyze          | analizar            |
| • explicit         | explícito           |
| • inference        | inferencia          |
| • textual evidence | textuales           |
| • conclude         | concluir            |
| • author’s purpose | propósito del autor |

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *cite explicit textual evidence* as well as draw *inferences* about the drake and the duck from Katherine Paterson’s *The Tale of the Mandarin Ducks* to support their analysis of the perils of vanity.

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ Why did the author write this piece?
- ✓ What inferences can you make?
- ✓ What information would you need to support the inference?
- ✓ Analyze the passage, what can you conclude?
- ✓ When you analyze the text, what inference can you make?
- ✓ How does the textual evidence support your conclusion?
- ✓ What was the author’s purpose
- ✓ What can you conclude from the text?

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.





## RL.6.2

**Standard:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Essential Skills/Concept

- Reading Comprehension
- Recognize and analyze theme
- Understand symbolism
- Make inferences
- Support theme or idea with details from the text
- Summarize
- Understand the difference between fact and opinion or judgment

### Academic Vocabulary/Cognates

- |                |              |
|----------------|--------------|
| • theme        | tema         |
| • central idea | idea central |
| • convey       |              |
| • details      | detalles     |
| • summarize    | resumir      |
| • distinct     | distinto     |
| • fact         |              |
| • opinion      | opinion      |
| • judgment     |              |

### Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

### Questions Stems

- ✓ What does the story suggest about life?
- ✓ What does \_\_\_\_\_ represent in this story?
- ✓ Which of the following best captures the theme?
- ✓ In what way is \_\_\_\_\_ like \_\_\_\_\_?
- ✓ The words in this sentence create the impression that \_\_\_\_\_.
- ✓ How can you best summarize the text?
- ✓ Is your summary free of personal opinions or judgements?

**RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**RL.7.2:** Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.

## RL.6.3

**Standard:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Essential Skills/Concept

- Describe a plot
- Sequence a series of episodes in a story or drama
- Identify the problem
- Summarize
- Describe how characters change throughout a story or drama
- Determine the resolution of a story or drama
- Describe how characters respond as the plot moves toward resolution

### Academic Vocabulary/Cognates

- |                               |            |
|-------------------------------|------------|
| • describe                    | describir  |
| • plot                        |            |
| • episodes                    | episodios  |
| • characters/character traits |            |
| • resolution                  | resolución |
| • dialogue                    | diálogo    |

### Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

### Questions Stems

- ✓ Summarize the story or drama using key information.
- ✓ Sequence the story or drama
- ✓ Describe how a character evolves with the plot
- ✓ Describe the plot of a story or drama.
- ✓ How does the plot unfold?
- ✓ Describe the problem. How was it resolved?
- ✓ What can you infer about \_\_\_\_\_? (character, plot, resolution)
- ✓ The character's reactions in paragraph \_\_\_\_ tells the reader that \_\_\_\_\_.
- ✓ At what point in the story did the character begin to change?

**RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.7.3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

# RL.6.4

**Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (See grade 6 Language Standards 4-6 for additional expectations) CA

**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## Essential Skills/Concept:

- Understand synonyms
- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Compare & contrast
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Interpret words and phrases
- Make inferences

## Academic Vocabulary/Cognates

- phrases                      frases
- figurative meaning      figurativo
- connotative meaning
- analyze                      analizar
- specific                      específico
- impact                      impacto
- meaning
- tone                              tono
- word choice
- determine                    determinar

## Teaching Notes and Strategies

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ Which of the following synonyms is closest in the meaning to the word \_\_\_\_\_?
- ✓ In this sentence, the word \_\_\_\_\_ means \_\_\_\_\_.
- ✓ Is a feeling or emotion associated with the word usage?
- ✓ How did the author use word choice to impact meaning and tone?
- ✓ What word(s) could you use to replace \_\_\_\_\_ in order to shift the tone?

**RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA

**RL.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4-6 for additional expectations.) CA



# RL.6.5

**Standard:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## Essential Skills/Concept:

- ☐ Understand text structures and their parts
- ☐ Understand how a theme, setting, or plot develops
- ☐ Understand and analyze how text structure contributes to the development of the theme, setting and plot

## Academic Vocabulary/Cognates

- analyze                      analizar
- scene                        escena
- stanza
- text structure              estructura del texto
- theme                        tema
- setting
- plot

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *analyze* how the opening *stanza* of Robert Frost’s “The Road Not Taken” *structures* the rhythm and meter for the poem and how the *themes* introduced by the speaker *develop* over the course *of the text*.

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ How does the theme, setting or plot develop?
- ✓ What words help the development of the theme, setting or plot?
- ✓ How does \_\_\_\_\_ contribute to the development of the theme, setting, or plot?
- ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of a \_\_\_\_\_?
- ✓ Analyze the text structure and explain why the author chose to write it this way.
- ✓ If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?

**RL.5.5:** Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem

**RL.7.5:** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.



# RL.6.6

**Standard:** Explain how an author develops the point of view of the narrator or speaker in a text.

**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

## Essential Skills/Concept:

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

## Academic Vocabulary/Cognates

- author                      autor
- point of view              punto de vista
- develop
- narrator                    narrador
- speaker in text

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *explain* how Sandra Cisneros’s choice of words *develops the point of view of the young speaker in* her story “Eleven.”

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ How does the author develop the narrator or speaker’s point of view?
- ✓ How does the author’s word choice help develop the narrator or speaker’s point of view?
- ✓ Who is the narrator?
- ✓ From whose point of view is the text written?
- ✓ How did the author help develop the character’s point of view?

**RL.5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.

**RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.



# RL.6.7

**Standard:** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Anchor:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*

## Essential Skills/Concept

- ❑ Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- ❑ Contrast what students “hear” and “see” when reading to what they *perceive* when they listen or watch

## Academic Vocabulary/Cognates

- |                |                       |
|----------------|-----------------------|
| • compare      | comparar              |
| • contrast     | contraste, contrastar |
| • experience   | experiencia           |
| • drama        | drama                 |
| • poetry       | poesía                |
| • viewing      |                       |
| • audio        | live version          |
| • perception   | percepción            |
| • similarities | similitudes           |
| • differences  | diferencias           |

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *compare and contrast* the effect Henry Wadsworth Longfellow’s *poem* “Paul Revere’s Ride” has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride/>), *analyzing* the impact of different *techniques* employed that are *unique to each medium*.

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ How does reading a story compare to the audio or video version?
- ✓ What do you see/hear when reading the text?
- ✓ Explain your perception of what you hear and see.
- ✓ Explain the differences between what you *see* and *hear* when reading to your perception of what you *hear* and *watch* in an audio, video or live version.
- ✓ What was similar/different? How? Why?

**RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**RL.7.7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).





# RL.6.9

**Standard:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Essential Skills/Concept

- Understand the compare/contrast pattern
- Recognize text forms and genres
- Understand how themes are developed
- Identify text topics

## Academic Vocabulary/Cognates

- |                     |                     |
|---------------------|---------------------|
| • compare           | comparar            |
| • contrast          | contraste,          |
| contrastar          |                     |
| • similarities      | similitudes         |
| • differences       | diferencias         |
| • text              | texto               |
| • genres            | géneros             |
| • theme             | tema                |
| • historical novels | novellas historicas |
| • fantasy           | fantasía            |
| • realism           | realismo            |

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ How are \_\_\_\_\_ and \_\_\_\_\_ alike/similar?
- ✓ How are \_\_\_\_\_ and \_\_\_\_\_ different?
- ✓ What are the text forms/genres of each selection?
- ✓ What is the topic or theme of each selection?
- ✓ Although the topic/theme of these passages is similar, how does the presentation differ?
- ✓ Why do you think the author used this approach in relaying the theme?

**RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**RL.7.9:** Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.



# RL.6.10

**Standard:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

## Essential Skills/Concepts

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

## Academic Vocabulary/Cognates

- |                 |             |
|-----------------|-------------|
| • literature    | literature  |
| • drama         | drama       |
| • poetry        | poesia      |
| • fluency       | fluidez     |
| • comprehension | comprensión |

## Teaching Notes and Strategies

## Questions Stems

- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ What genre did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literature?
- ✓ What is the lexile level of this text?
- ✓ Briefly summarize the plot and theme of the text.

**RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**RL.7.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



# RI.6.1

**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Essential Skills/Concept

- Reading Comprehension
- Draw inferences
- Support inference with evidence from the text
- Analyze the text

## Academic Vocabulary/Cognates

- analyze                      analizar
- explicit                      explícito
- inference                      inferencia
- textual evidence
- generalizations              generalización
- accurate
- concepts                      conceptos

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ What does the author mean when he/she says \_\_\_\_\_?
- ✓ What conclusions can be drawn?
- ✓ What textual evidence does the text give to prove these generalizations accurate?
- ✓ Analyze the text and determine the most important concepts.

**RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



# RI.6.2

**Standard:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Essential Skills/Concept

- Reading Comprehension
- Determine the central idea
- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment

## Academic Vocabulary/Cognates

- |            |          |
|------------|----------|
| • theme    | tema     |
| • idea     | idea     |
| • convey   |          |
| • details  | detalles |
| • summary  | resumin  |
| • distinct | distinto |
| • fact     |          |
| • opinion  | opinión  |
| • judgment |          |
| • suggest  |          |

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ What does the text suggest?
- ✓ Which of the following best captures the theme?
- ✓ What is the central idea?
- ✓ What distinct details convey the central idea of this piece?
- ✓ How can you best summarize the text?
- ✓ Is your summary free of personal judgment or opinion statements/

**RI.5.2:** Determine two or more main ideas and how they are supported by key details; summarize the text.

**RI.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



# RI.6.3

**Standard:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Essential Skills/Concept

- Understand and identify how a key individual/event/idea is introduced
- Understand and identify how a key individual/event/idea is illustrated
- Understand and identify how a key individual/event/idea is elaborated upon
- Identify examples and anecdotes
- Understand how an event or idea is introduced

## Academic Vocabulary/Cognates

- |              |             |
|--------------|-------------|
| • analyze    | analizar    |
| • detail     | detalle     |
| • event      | evento      |
| • elaborate  | elaborar    |
| • illustrate | ilustrar    |
| • explain    | explicar    |
| • anecdotes  | anecdota(s) |
| • individual | individuo   |
| • elaborate  | elaborar    |

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *analyze in detail* how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author *introduces, illustrates, and elaborates* upon the events in Tubman’s life.

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ Analyze in detail how an individual, event, or idea is introduced in a text.
- ✓ Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
- ✓ How did the individual/events/idea change over the course of the text?
- ✓ Where does the author provide an example or anecdote to support the development of an individual/event/idea?

**RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).



# RI.6.4

**Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) CA

**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## Essential Skills/Concept:

- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Make inferences

## Academic Vocabulary/Cognates

- |                       |            |
|-----------------------|------------|
| • phrases             | frase(s)   |
| • figurative meaning  | ferguative |
| • connotative meaning |            |
| • synonyms            | sinónimo   |
| • antonyms            | antónimo   |
| • analyze             | analizar   |
| • specific            | específico |
| • impact              | impacto    |
| • meaning             |            |
| • tone                | tono       |
| • word choice         |            |
| • determine           | determinar |

## Teaching Notes and Strategies

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ Which of the following synonyms is closest in the meaning to the word \_\_\_\_\_?
- ✓ In this sentence, the word \_\_\_\_\_ means \_\_\_\_\_.
- ✓ What is the technical meaning of the word?

**RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4-6 for additional expectations.) CA

**RI.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 for additional expectations.) CA



# RI.6.5

**Standard:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**

**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

## Essential Skills/Concept

- ❑ Analyze text structure and its smaller parts
- ❑ Understand how ideas develop
- ❑ Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

## Academic Vocabulary/Cognates

- analyze                      analizar
- chapter heading
- stanza
- text structure              estructura del texto
- section                      sección
- paragraph                  párrafo
- graphics                      gráfico(s)
- headings
- captions
- media                         los medios de comunicación

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ Which sentence does not belong?
- ✓ How does the idea develop?
- ✓ What words help the development of an idea?
- ✓ How does \_\_\_\_\_ contribute to the development of the idea?
- ✓ How does the sentence/paragraph/chapter/section fit into the overall structure of a \_\_\_\_\_?
- ✓ What is the main idea of the section, chapter, paragraph?
- ✓ What text features are used?
- ✓ How do the text feature assist the reader?

**RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.

**RI.7.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  
**a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**



# RI.6.6

**Standard:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

## Essential Skills/Concept

- Identify point of view
- Identify author’s purpose
- Understand and explain how point of view /purpose develops and is conveyed

## Academic Vocabulary/Cognates

- author                      autor
- point of view              punto de vista
- develop
- narrator                    narrador
- speaker in text

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ What is the author’s point or vies or purpose?
- ✓ How does the author’s word choice help develop the point of view/purpose?
- ✓ Use the text to support how the point of view/purpose is conveyed by the author

**RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.7.6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.







# RI.6.8

**Standard:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## Essential Skills/Concept

- Understand how claims and/or arguments are supported
- Trace and evaluate arguments and claims
- Distinguish valid claims from claims that aren't supported

## Academic Vocabulary/Cognates

- evaluate                      evaluar
- argument                    argumento
- distinguishing claim
- evidence
- valid                            válido
- validity                        validez
- claim                            reclamación

## Teaching Notes and Strategies

**Appendix B Sample Performance Task:** Students *trace* the line of *argument* in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and *evaluate* his *specific claims* and opinions *in the text*, *distinguishing* which *claims* are *supported by* facts, reasons, and *evidence*, and which *are not*.

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ What is the argument presented in the text?
- ✓ How is the argument developed and supported?
- ✓ Is the claim valid? Explain your answer.
- ✓ Show me evidence the supports the argument.
- ✓ Which of the evidence supporting the argument is most relevant?

**RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**RI.7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.



# RI.6.9

**Standard:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Essential Skills/Concept

- Compare & contrast differing presentations of the same event
- Synthesize information

## Academic Vocabulary/Cognates

- |                 |                       |
|-----------------|-----------------------|
| • compare       | comparar              |
| • contrast      | contraste, contrastar |
| • similar       | similar               |
| • difference    | diferencia            |
| • presentation  | presentación          |
| • event         | evento                |
| • point of view | punto del vista       |
| • perspective   | perspectiva           |

## Teaching Notes and Strategies

**SBAC Claim # 1:** Read Closely & critically

## Questions Stems

- ✓ Compare \_\_\_\_\_ presentation of \_\_\_\_\_ to \_\_\_\_\_ presentation of \_\_\_\_\_.
- ✓ How do the works of \_\_\_\_\_ differ from the works of \_\_\_\_\_?
- ✓ Explain the similarities and differences of \_\_\_\_\_ and \_\_\_\_\_.
- ✓ What is common in both texts?
- ✓ How do the texts differ?
- ✓ Which of the authors’ approaches do you prefer? Why?

**RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**RI.7.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.



# RI.6.10

**Standard:** By the end of the year, read and comprehend literary nonfiction in the grades 6-8-text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

## Essential Skills/Concept

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

## Academic Vocabulary/Cognates

- fluency                      fluidez
- comprehension          comprensión
- non-fiction                no de ficción

## Teaching Notes and Strategies

## Questions Stems

- ✓ What have you read independently lately?
- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Have you read multiple books by the same author?
- ✓ Who is your favorite author?
- ✓ Do you think you are ready to read a more complex text or different type of literary nonfiction?
- ✓ What is the lexile level of this text?
- ✓ Briefly summarize the central idea of the text.

**RI.5.10:** By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**RI.7.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



# W.6.1

**Standard:** Write arguments to support claims with clear reasons and relevant evidence.

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

**Anchor:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Essential Skills/Concept

- Understand the rhetoric of argument
- Introduce a precise claim
- Provide reasons and evidence to support claims
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships among claims and reasons
- Understand and use a formal style
- Provide an effective conclusion

## Academic Vocabulary/Cognates

- |                           |                  |
|---------------------------|------------------|
| • arguments               | argumentos       |
| • claims                  | reclamación      |
| • clear reasons           | razones claras   |
| • relevant evidence       | pertinente       |
| • facts, reasons, details | razones/detalles |
| • credible source         | creíble          |
| • topic                   | tema             |
| • thesis statement        |                  |
| • persuade                | persaudir        |
| • style                   | estilo           |
| • conclusion              | conclusion       |
| • transitions             | transiciones     |
| • supporting evidence     |                  |

## Teaching Notes and Strategies

See Appendix C: Smoking page 36 - 37

SBAC Claim # 2: Write effectively

## Questions Stems

- ✓ 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?

**W.5.1 :** 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.

**W.7.1 :** Write arguments to support claims with clear reasons and relevant evidence.

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



## W.6.2

**Standard:** 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 **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. **CA**
- Develop the 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 about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

**Anchor:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Essential Skills/Concept

- 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

### Academic Vocabulary/Cognates

• expository	expositivo
• reason, detail, fact	razón, detalle
• explanation	
• elaboration	elaboración
• audience	audiencia
• thesis statement	
• formal style	estilo formal
• conclusion	conclusion
• introduction	introducción
• transitions	transiciones
• topic	tema
• compare/contrast	comparar/ contraste,contrastar
• cause/effect	causar o causa/efecto
• formatting	formato
• heading	
• classification	clasificación
• selection	selección
• organization	organización
• analysis	análisis
• relevant content	contenido pertinente

### Teaching Notes and Strategies

**SBCA Claim # 2:** Write effective

### Questions Stems

- ✓ How can you clearly introduce your topic?
- ✓ What organizational structure will best enable to you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ What words will assist the reader in clarifying the relationship among the ideas and concepts?
- ✓ What makes your piece formal in style?
- ✓ Is your concluding statement consistent with the information presented?

**W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**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.

- 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. **CA**
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

## W.6.3

**Standard:** 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 experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

**Anchor:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Essential Skills/Concept

- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide an effective conclusion

### Academic Vocabulary/Cognates

- |                        |                      |
|------------------------|----------------------|
| • plot                 |                      |
| • characters           | personaje            |
| • setting              |                      |
| • resolution           | resolución           |
| • point of view        | punto de vista       |
| • sensory details      | detalles sensoriales |
| • concrete             | concreto             |
| • dialogue             | diálogo              |
| • rising action        |                      |
| • sequence             | secuencia            |
| • events               | eventos              |
| • mood                 |                      |
| • narrator             | narrador             |
| • descriptive language |                      |

### Teaching Notes and Strategies

**SBCA Claim # 2:** Write effective

### Questions Stems

- ✓ 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?
- ✓ How will you provide a satisfying conclusion?

**W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

**W.7.3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- 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.
- 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.
- Precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects the narrated experiences or events.

## W.6.4

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

**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Essential Skills/Concept

- Understand various writing text types and their organizational structures
- Identify and understand the writing task
- Identify and understand the writing purpose
- Determine and address the audience appropriately
- Understand and utilize appropriate style

### Academic Vocabulary/Cognates

- |                |              |
|----------------|--------------|
| • organization | organización |
| • style        | estilo       |
| • task         |              |
| • purpose      | propósito    |
| • audience     | audiencia    |

### Teaching Notes and Strategies

**SBCA Claim # 2:** Write effective

### Questions Stems

- ✓ What form of writing does the prompt call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing?
- ✓ Who is the audience?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

**W.5.4:** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above) CA

**W.7.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



## W.6.5

**Standard:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

**Anchor:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Essential Skills/Concept

- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Understand and use multiple writing approaches
- Receive and provide writing guidance

### Academic Vocabulary/Cognates

- planning                      planeando (v)
- revising                      revisando
- editing
- rewriting
- organization                organización

### Teaching Notes and Strategies

### Questions Stems

- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing conventions errors?
- ✓ Where should you go if you need helping editing?

**W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

**W.7.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)



## W.6.6

**Standard:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**Anchor:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Essential Skills/Concept

- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum)
- ❑ Access and use the Internet

### Academic Vocabulary/Cognates

- publish                      publicar
- keyboarding
- medium                      medio
- collaborate                colaborar
- interact                      interactuar
- skills

### Teaching Notes and Strategies

### Questions Stems

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?

**W.5.6:** With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**W.7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.



# W.6.7

**Standard:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## Essential Skills/Concept

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on several sources
- Refocus inquiry when appropriate
- Synthesize and summarize information
- Cite a variety of sources

## Academic Vocabulary/Cognates

- key words
- site source
- internet search
- synthesize                      sintetizar
- research
- project                              proyecto
- inquiry
- bibliography                      bibliografía
- investigation                      investigación
- precise                              preciso

## Teaching Notes and Strategies

**SBCAC Claim # 4:** Conduct research

## Questions Stems

- ✓ What subject are you investigating?
- ✓ What is your inquiry question?
- ✓ How will locate sources?
- ✓ What is the origin of the sources you are using?
- ✓ How do correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent / complimentary?
- ✓ Does your inquiry question need to be altered as a result of your findings?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?

**W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



# W.6.8

**Standard:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## Essential Skills/Concept

- Gather print and digital information (research)
- Assess relevance of information
- Assess credibility of sources
- Utilize quotes
- Paraphrase correctly
- Create a bibliography

## Academic Vocabulary/Cognates

- Research
- Source
- digital source
- credible                      creíble
- quote
- quotation marks
- summarize                      resumir
- paraphrase                      parafrasear
- plagiarism                      plagio
- bibliography                      bibliografía

## Teaching Notes and Strategies

**SBCA Claim # 2:** Write effectively

**SBCAC Claim # 4:** Conduct research

## Questions Stems

- ✓ How will you locate information from both print and digital sources?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible?
- ✓ What direct quotes will you use?
- ✓ What conclusive information do you plan to include?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?

**W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**W.7.8:** Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



## W.6.9

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

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

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

### Essential Skills/Concept

- Analyze literary or informational texts
- Identify evidence to support analysis/research
- Recognize and understand organizational structures

### Academic Vocabulary/Cognates

- analyze                      analizar
- evidence
- support
- research
- credible                      creíble
- author                        autor
- reason                        razón

### Teaching Notes and Strategies

**SBCA Claim # 2:** Write effective

**SBCAC Claim # 4:** Conduct research

### Questions Stems

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?

**W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection and research.

- 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]”).
- 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]”).

**W.7.9:** Draw evidence from literary or informational text to support analysis, reflection and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

## W.6.10

**Standard:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Anchor:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Essential Skills/Concept

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

### Academic Vocabulary/Cognates

- Reflection                      reflexión
- Revision                        revisión
- rough draft
- editing
- summary                        resumen

### Teaching Notes and Strategies

### Questions Stems

- ✓ How can you create an outline (with time frames) to facilitate/organize your writing?
- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?

**W.5.10:** Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences.

**W.7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SL.6.1

**Standard:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Anchor:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Essential Skills/Concept

- 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 the task
- Pose and respond to questions
- Contribute to the discussion by elaborating on the comments of others
- Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.
- Review key ideas discussed by paraphrasing them

### Academic Vocabulary/Cognates

- |                    |                  |
|--------------------|------------------|
| • precise language | lenguaje preciso |
| • collaborative    | colaborativo     |
| • discussion       | discusión        |
| • issues           |                  |
| • express          | expresar         |
| • support          |                  |
| • formal language  | lenguaje formal  |
| • evidence         |                  |
| • elaborate        | elaborar         |
| • perspective      | perspectiva      |
| • reflection       | reflexión        |
| • paraphrase       | parafrasear      |

### Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

**SBAC Claim # 5:** Use oral and written language skillfully

### Questions Stems

- ✓ 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?
- ✓ In writing, review the key ideas expressed during the discussion.
- ✓ Was the group discussion effective? What did you learn?

**SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- 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. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues* building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.



## SL.6.2

**Standard:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Essential Skills/Concept

- Identify different sources and formats of information
- Interpret information from various sources
- Explain how different media and formats contribute to how information is interpreted
- Interpret information that is presented visually, through charts and graphs, or speaking

### Academic Vocabulary/Cognates

- |                  |                      |
|------------------|----------------------|
| • Interpret      | interpretar          |
| • diverse media  |                      |
| • formats        | formatos             |
| • visually       | visualmente          |
| • quantitatively | cuantitativamente    |
| • orally         | oralmente            |
| • contributes    | contribuir           |
| • print media    |                      |
| • digital media  | los medios digitales |
| • issue          |                      |

### Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

**SBAC Claim # 5:** Use oral and written language skillfully

### Questions Stems

- ✓ What format is used to present the information?
- ✓ How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
- ✓ Who is the intended audience? Did this influence which media format was used to deliver the information?
- ✓ What is your topic? What media will you use to present your information?
- ✓ Are there other factors that you consider when choosing a media format?

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.7.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.



# SL.6.3

**Standard:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Anchor:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

## Essential Skills/Concept

- ❑ Identify claims and arguments
- ❑ Understand what constitutes evidence
- ❑ Know when something is reasonable
- ❑ Identify specific claims supported by evidence
- ❑ Identify arguments that are logical and within reason
- ❑ Identify the reasons and evidence that support a person’s claims

## Academic Vocabulary/Cognates

- Delineate                    delinear
- reason                      razón
- argument                  argumento
- claim                        reclamación
- evidence
- fact
- opinion                      opinión

## Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ Is the speaker’s argument valid? Why or why not?
- ✓ Are the claims that the speaker uses to support the argument valid? Why or why not?
- ✓ How is the argument supported?
- ✓ Are the speaker’s claims based on fact and evidence?
- ✓ Are the speaker’s arguments based on faulty logic?
- ✓ What information was factual?
- ✓ Which claims were based on opinion?
- ✓ Was the factual information backed with relevant evidence?

**SL.5.3:** Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies.** CA

**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



# SL.6.4

**Standard:** Present claims and findings (e.g., **argument, narrative, informative, response to literature presentations**), and sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

- a. **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**

**Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

## Essential Skills/Concept

- Plan and deliver presentations
  - argument
  - narrative
  - informative/explanatory
  - response to literature
- Distinguish between a claim and a finding
- Use an organizer to sequence ideas logically
- Sequence ideas logically
- Emphasis main ideas by using details, facts, gestures and body language
- Make appropriate eye contact, speak clearly and loudly enough for the audience
- Use precise language, including terms found in different subjects
- Provide a strong conclusion

## Academic Vocabulary/Cognates

- |                          |                           |
|--------------------------|---------------------------|
| • claim                  | reclamación               |
| • finding                |                           |
| • argument               | argumento                 |
| • narrative              | narrativa                 |
| • informative            | informativo               |
| • response to literature | respuesta a la literature |
| • sequence               | secuencia                 |
| • logical                | lógico                    |
| • pertinent description  | descripción pertinente    |
| • nonverbal elements     | elementos no verbales     |
| • accentuate             | acentual                  |
| • theme                  | tema                      |
| • eye contact            |                           |
| • adequate volume        | volume adecuado           |
| • clear pronunciation    | pronunciación clara       |
| • transitions            | transiciones              |
| • concrete details       | detalles concretos        |

## Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

## Questions Stems

- ✓ Do you have a plan for you presentation?
- ✓ What topic will you inform your audience about?
- ✓ How will you present your claims and evidence?
- ✓ What is the difference between a claim and an argument?
- ✓ Do you have sufficient facts and evidence to support you claims?
- ✓ Is the presentation logical, moving from one point to the next?
- ✓ Are you using transitions to help your readers follow and understand you claim?
- ✓ Is the language in you presentation precise and relevant to the topic?
- ✓ How did you conclude your presentation?
- ✓ Was your conclusion strong? Why or why not?

**SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA**
- b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**

**SL.7.4:** Present claims and findings (e.g., **argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

- a. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**



## SL.6.5

**Standard:** Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Essential Skills/Concept

- ❑ Select appropriate multimedia components that have clear meaning to the presentation.
- ❑ Know how to create visual displays
- ❑ Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors
- ❑ Know how to embed photos, video, audio, texts and animation in a presentation

### Academic Vocabulary/Cognates

- |                         |                        |
|-------------------------|------------------------|
| • textual elements      | elementos textuales    |
| • graphics              | gráficos               |
| • audio                 | audio                  |
| • video                 | video                  |
| • interactive elements  | elementos interactivos |
| • images                | imágenes               |
| • formats               | formatos               |
| • digital               | digital                |
| • clarify               | aclarar                |
| • multimedia components |                        |

### Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

### Questions Stems

- ✓ How does the use of \_\_\_\_\_ enhance your presentation? The message?
- ✓ What digital media could you use to present your data clearly?
- ✓ What is the message or information you want to convey to your audience?
- ✓ How would including media help the presentation?
- ✓ Do the components help clarify the presentation?
- ✓ What kind of information could you convey by using animation, graphics, sound...
- ✓ How did you decide which images you would include?
- ✓ Did you strategically place your media components and visual displays to enhance understanding of your presentation topic?

**SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

# SL.6.6

**Standard:** Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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

## Essential Skills/Concept

- Identify the audience and purpose
- Know the difference between informal and formal English
- Vary sentence patterns for style
- Understand and adapt the delivery to appeal to the audience
- Enunciate and speak at appropriate volume and pace.
- Use conventions of language to improve expression

## Academic Vocabulary/Cognates

- context                      contexto
- demonstrate                demostrar
- formal English                inglés formal
- appropriate                  apropiado
- audience                      audiencia
- formal presentation        presentación formal
- purpose                        propósito
- language conventions      convenciones de lenguaje
- enunciation                  enunciación

## Teaching Notes and Strategies

**SBAC Claim # 3:** Employ effective speaking and listening skills

## Questions Stems

- ✓ What is the purpose for your speech?
- ✓ Are you trying to persuade or convince your audience?
- ✓ Who is the audience?
- ✓ Are you delivering a formal presentation?
- ✓ Will you need formal or informal English? Why?
- ✓ Are there places where you can substitute more precise engaging language to keep the listeners interested?
- ✓ How is your selection of word choice going to impact your presentation?
- ✓ How will you engage the listeners and keep them interested?
- ✓ How will you emphasize the important points?

**SL.5.6:** Adapts speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

**SL.7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)



## L.6.1

**Standard:** 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, possessive).
- Use **all pronouns, including** intensive pronouns (e.g., myself, ourselves) **correctly**. **CA**
- 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.

**Anchor:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Essential Skills/Concept

- Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)
- Recognize variations from standard English

### Academic Vocabulary/Cognates

- language conventions      convenciones de lenguaje
- standard English
- proper case
- intensive pronoun      pronombres intensivos
- vague pronouns
- conventional language      lenguaje convencional
- antecedent      antecedente
- subject pronoun
- object pronoun
- possessive pronoun      pronombre posesivo

### Teaching Notes and Strategies

**SBAC Claim # 2:** Write effectively

### Questions Stems

- ✓ What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns?
- ✓ What is an intensive pronoun? How/when is it used?
- ✓ What are the singular/plural forms of the pronoun \_\_\_\_\_?
- ✓ Can one easily identify who or what the pronoun \_\_\_\_\_ is referring to? How can you clarify/reduce ambiguity?
- ✓ In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity?

**L.5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

**L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their functions in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence recognizing and correcting misplaced and dangling modifiers. \*

## L.6.2

**Standard:** 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.

**Anchor:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### Essential Skills/Concept

- Use commas, dashes, and/or parentheses
- Understand and punctuate nonrestrictive/parenthetical elements
- Spell correctly

### Academic Vocabulary/Cognates

- phrase                      frase
- clause                      cláusula
- nonrestrictive
- parenthetical element

### Teaching Notes and Strategies

**SBAC Claim # 2:** Write effectively

### Questions Stems

- ✓ What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
- ✓ How does a nonrestrictive element differ from a restrictive element?
- ✓ How do parenthetical elements enhance a sentence? What is their purpose?
- ✓ How should parenthetical elements be punctuated?
- ✓ How can punctuation of parenthetical elements denote significance?

**L.5.2:** Observe conventions of capitalization, punctuation, and spelling.

- a. Use punctuation to separate items in a series. \*
- b. Use a comma to separate an introductory element from the rest of the sentence.
- 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?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.7.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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. Spell correctly.



# L.6.4

**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- 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.
- 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).

**Anchor:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Essential Skills/Concept

- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Verify word meaning

## Academic Vocabulary/Cognates

- |                       |                          |
|-----------------------|--------------------------|
| • context clues       |                          |
| • root word           |                          |
| • affix               | afijo                    |
| • prefix              | prefijo                  |
| • suffix              | sufijo                   |
| • consult             | consultar                |
| • reference materials | materiales de referencia |
| • dictionary          | diccionario              |
| • thesauruses         | tesauro                  |
| • glossary            | glosario                 |
| • pronunciation       | pronunciación            |
| • verify              | verificar                |
| • context             | contexto                 |

## Teaching Notes and Strategies

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ Based upon the use of the word in the sentence, what can you deduce the word \_\_\_\_\_ means?
- ✓ Does the positioning of the word \_\_\_\_\_ assist in determining meaning? Is an appositive clue provided?
- ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ✓ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

**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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- 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. CA**

**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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- 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**
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).





# L.6.5

**Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**Anchor:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Essential Skills/Concept

- ❑ Interpret figurative language
- ❑ Utilize word relationships to clarify meaning
- ❑ Identify the explicit/direct meaning of a word (denotation)
- ❑ Identify the secondary meaning of a word (connotation)

## Academic Vocabulary/Cognates

- |                              |                   |
|------------------------------|-------------------|
| • figurative language        | lenguaje figurado |
| • figures of speech          |                   |
| • similes                    | símiles           |
| • metaphors                  | metáforas         |
| • personification            | personificación   |
| • context clues              |                   |
| • nuances                    |                   |
| • idioms                     |                   |
| • relationship between words |                   |
| • connotation                |                   |
| • association                | asociación        |
| • negative                   | negativo          |
| • positive                   | positivo          |
| • neutral                    | neutral           |

## Teaching Notes and Strategies

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ What is meant by the figurative expression \_\_\_\_\_?
- ✓ What type of figurative language is used?
- ✓ Although very similar in meaning, how do the words slightly differ in meaning?
- ✓ What is the relationship between these words?
- ✓ What is the explicit/direct meaning of the word?
- ✓ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

**L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.7.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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



# L.6.6

**Standard:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Anchor:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Essential Skills/Concept

- Identify, understand, and use general academic terms
- Identify, understand, and use domain-specific terms
- Independently build vocabulary

## Academic Vocabulary/Cognates

- academic words
  - domain specific words
  - vocabulary
  - comprehension
  - expression
- vocabulario  
comprension  
expresión

## Teaching Notes and Strategies

**SBAC Claim # 5:** Use oral and written language skillfully

## Questions Stems

- ✓ What is the meaning for the term \_\_\_\_\_?
- ✓ How would you use the academic word \_\_\_\_\_ in a sentence?
- ✓ Can you give an example of how the word \_\_\_\_\_ is used in different subject areas?
- ✓ The word \_\_\_\_\_ is specific to what subject/domain?
- ✓ Why is it important to understand the meaning of the domain-specific word \_\_\_\_\_ when studying this subject?
- ✓ What strategies do you use for identifying, understanding, and using high-utility academic words?

**L.5.6:** Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

