

RL.8.1

Standard: Cite the textual evidence that most strongly supports an 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

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using several pieces from the text
- Provide varying degrees of support (evidence)

Academic Vocabulary/Cognates

- | | |
|--------------------|------------|
| • cite | citar |
| • analyze | analizar |
| • explicit | explicito |
| • textual evidence | |
| • inference | inferencia |
| • conclude | concluir |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What textual evidence did you identify to support your analysis of the text? Cite several examples.
- ✓ What inferences can you draw from your analysis of the text?
- ✓ Show me in the text what makes you think that.
- ✓ What evidence (textual or informational) most strongly supports your analysis?

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.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



RL.8.2

Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

Essential Skills/Concept

- Determine theme or central idea
- Analyze theme/central idea development
- Make inferences
- Formulate an objective summary of the text
- Understand theme /character relationships
- Understand theme/setting
- Understand theme/plot

Academic Vocabulary/Cognates

- | | |
|-----------------|--------------|
| • determine | determinar |
| • theme | tema |
| • central idea | idea central |
| • analyze | analizar |
| • objective | objetivo |
| • summarize | resumir |
| • cite evidence | |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *summarize the development* of the morality of Tom Sawyer in Mark Twain’s novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed *through characters, setting, and plot*.

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What is the theme or central idea?
- ✓ Cite evidence from the text to support your determination of the theme/central idea.
- ✓ An example of how the theme develops/recurs in the text is_____.
- ✓ How can you objectively summarize the text?
- ✓ How does the development of character, setting, and/ or plot contribute to the central theme or idea?

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.9–10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



RL.8.3

Standard: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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

Essential Skills/Concept

- Understand causal relationship of dialogue and/or events on plot development.
- Identify character traits or aspects

Academic Vocabulary/Cognates

- | | |
|------------|-----------|
| • dialogue | diálogo |
| • incident | incidente |
| • propel | propulsar |
| • aspect | aspecto |
| • reveal | revelar |
| • provoke | provocar |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ What is revealed about the character by events or dialogue?
- ✓ What decision is provoked by _____ incident?

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

RL.9–10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.8.4

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, including analogies or allusions to other texts. (See grade 8 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 connotations
- ❑ Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- ❑ Understand how word choice impacts meaning
- ❑ Understand how word choice impacts tone
- ❑ Identify and understand the use of analogies and allusion

Academic Vocabulary/Cognates

- figurative meaning
 - connotative meaning
 - analyze
 - specific
 - impact
 - tone
 - word choice
 - determine
 - analogies
 - allusions
- analizar
 específico
 impacto
 tono

 determiner
 analogías

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s *analogies* and *allusions*. They *analyze the impact of specific word choices* by Whitman, such as *rack* and *grim*, and *determine* how they contribute to the overall *meaning and tone* of the poem.

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What does the word/phrase _____ mean in this selection?
- ✓ The word/phrase is an example of_____.
- ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- ✓ How does the author’s use of repetition of sounds impact the tone of the text?
- ✓ According to this passage, an _____ is like a _____ because both_____.
- ✓ The author uses connotation to_____.
- ✓ What is the meaning of the analogy _____?
- ✓ What does _____ allude to?

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.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9-10 Language standards 4-6 for additional expectations.) CA



RL.8.5

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

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 forms
- Understand and analyze how text structure contributes to the meaning of a text.
- Compare and contrast structures of text

Academic Vocabulary/Cognates

- | | |
|------------------|----------------------|
| • analyze | analizar |
| • text structure | estructura del texto |
| • contribute | contribuir |
| • compare | comparar |
| • contrast | contrastar |
| • differ | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What is the structure of each text?
- ✓ How are the structure similar/different?
- ✓ What is the meaning of each text?
- ✓ How does the structure of the text contribute to its meaning?
- ✓ How would the meaning of the text have been different if it were written as a _____?

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

RL.9–10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



RL.8.6

Standard: Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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

Essential Skills/Concept:

- ❑ Explain and identify various points of view
- ❑ Understand and explain the development of the narrator’s or speaker’s point of view.
- ❑ Contrast the points of the character and the audience/reader.
- ❑ Determine the effect of differing points of view.
- ❑ Recognize and understand text devices (eg. irony)
- ❑ Recognize and understand text effects (eg. suspense, humor)

Academic Vocabulary/Cognates

- | | |
|-----------------|----------------|
| • author | autor(a) |
| • point of view | punto de vista |
| • develop | |
| • narrator | narrador(a) |
| • omniscient | omnisciente |
| • subjective | subjetivo |
| • objective | objetivo |
| • point of view | punto de vista |
| • dramatic | dramático |
| • effect | efecto |
| • suspense | suspenso |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What is the characters’ point of view?
- ✓ Which words from the_____ show that it is written in_____ person?
- ✓ How does the author’s word choice help to develop the narrator/ speaker’s point of view?
- ✓ Does the character’s point of view differ from that of the audience? If so what effect is created?

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

RL.9–10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.



RL.8.7

Standard: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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 a production of a drama or story with the script.
- ❑ Determine and evaluate the effect of variance from the script

Academic Vocabulary/Cognates

- | | |
|--------------|------------|
| • analyze | analizar |
| • production | producción |
| • depart | |
| • faithful | fiel |
| • evaluate | evaluar |
| • extent | |
| • director | director |
| • production | producción |
| • event | |
| • senses | sentidos |
| • medium | |
| • techniques | técnicas |
| • portray | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ How does the production differ from the script?
- ✓ Why do you think the director chose to depart/stay faithful to the script?
- ✓ Do you agree with the director’s choice why or why not?
- ✓ Evaluate the effectiveness of the media techniques used to portray the work.
- ✓ Select an event from the book and compare it to a scene from the production. How are the different and why?
- ✓ What senses were most stimulated by the production?
- ✓ What medium most impacts your understanding of the selected work?
- ✓ How does reading a story compare to the audio or video version?

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.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).



RL.8.9

Standard: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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

- Identify themes, pattern of events & character types in literature
- Compare modern fictional elements with traditional pieces
- Identify how similar elements are modernized

Academic Vocabulary/Cognates

- | | |
|---------------|-------------|
| • analyze | analizar |
| • theme | tema |
| • myth | mito |
| • traditional | tradicional |
| • render | |
| • modern | moderno |
| • religious | religioso |
| • elements | elementos |
| • deviate | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What are the theme patterns of events and or character types of the texts?
- ✓ How do the elements in the moderns texts compare with traditional works?
- ✓ What changes are made to the _____, to modernize it?

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.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).



RL.8.10

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

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

- text complexity
- independent independiente
- proficient
- comprehend comprender
- genre género
- fiction ficción
- nonfiction no ficción

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.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.

RL.9–10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.



RI.8.1

Standard: Cite the textual evidence that most strongly supports an 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

- Identify what is explicitly stated in text
- Identify inference that can be drawn from the text
- Analyze a text
- Provide support for analysis of text
- Identify hierarchy of evidence to support analysis

Academic Vocabulary/Cognates

- textual evidence
- analysis análisis
- explicit explicito
- inference inferencia
- cite citar

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What is stated explicitly in the text?
- ✓ What information can you draw?
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence is most supportive of your analysis?
- ✓ What inferences can you make? What evidence can you provide to support your inferences?

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.9–10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



RI.8.2

Standard: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

Essential Skills/Concept

- Determine the central idea
- Analyze development of idea in text
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary.

Academic Vocabulary/Cognates

- central idea idea central
- analyze analizar
- development
- relationship relación
- supporting
- summary resumen

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *provide an objective summary of Frederick Douglass’s Narrative. They analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text.*

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What is the central idea?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ How can you objectively summarize the text?
- ✓ What makes your summary objective?
- ✓ What is your analysis of the text?
- ✓ Is the central idea is conveyed throughout 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.

RL.9–10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



RI.8.3

Standard: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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

Essential Skills/Concept

- Analyze connections made amongst individuals, ideas, events.
- Analyze distinctions between individuals, ideas
- Recognize & interpret comparisons and analogies

Academic Vocabulary/Cognates

- | | |
|---------------|-------------|
| • Analyze | analizar |
| • connection | conexión |
| • distinction | distinción |
| • comparison | comparación |
| • analogy | analogía |
| • category | categoría |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close & Critically:

Questions Stems

- ✓ What connections can you make among the text’s individuals, ideas, or events? How might you compare or categorize the connections?
- ✓ What distinctions can you make between the text’s individuals, ideas, or events? How might you compare or categorize the between?
- ✓ What analogy best illustrates the connections/distinctions found in the text?

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.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.



RI.8.4

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 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 connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify and understand the use of analogies and allusion

Academic Vocabulary/Cognates

- | | |
|---------------|---------------------|
| • figurative | figurado/figurativo |
| • connotative | |
| • technical | técnico |
| • specific | específico |
| • tone | tono |
| • analogy | analogía |
| • allusion | |
| • selection | selección |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What does the word/phrase _____ mean in this selection?
- ✓ The word/phrase is an example of _____.
- ✓ Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- ✓ How does the author's use of repetition of sounds impact the tone of the text?
- ✓ According to this passage, an _____ is like a _____ because both _____.
- ✓ The author uses connotation to _____.
- ✓ What is the meaning of the analogy _____?
- ✓ What does _____ allude to?

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.9–10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (See grade 9-10 Language standards 4-6 for additional expectations.) CA



RI.8.5

Standard: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- a. **Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. 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

- Understand and analyze text structure
- Understand and analyze paragraph structure
- Understand types of sentences (topic, detail, evidence, conclusion)
- Identify the key concept
- Use text features
- Understand structure & utility of consumer documents

Academic Vocabulary/Cognates

- | | |
|----------------|------------|
| • analyze | analizar |
| • detail | detalle |
| • structure | estructura |
| • specific | específico |
| • text | texto |
| • role | |
| • develop | |
| • refine | |
| • concept | concepto |
| • text feature | |
| • graphic | grafico |
| • header | |
| • caption | |
| • header | |
| • consumer | consumidor |

Teaching Notes and Strategies

SBAC Claim #1: Read Close & Critically

Questions Stems

- ✓ What is the structure of the text?
- ✓ How is this paragraph organized?
- ✓ What is the key concept?
- ✓ How was the key concept developed?
- ✓ Which sentence(s) specifically develop the concept?
- ✓ What information does _____ (text feature) provide?
- ✓ Is this information also included in the text or solely found in the (text feature)?

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.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- a. **Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.**



RI.8.6

Standard: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

Essential Skills/Concept

- Understand and identify point of view
- Understand and identify purpose
- Identify conflicting viewpoints in text
- Analyze how an author addresses conflicting evidence or viewpoints

Academic Vocabulary/Cognates

- point of view punto de vista
- purpose propósito
- analyze analizar
- acknowledge
- respond responder
- conflicting
- evidence
- viewpoint punto de vista

Teaching Notes and Strategies

SBAC Claim #1: Read Close & Critically

Questions Stems

- ✓ What is the point of view/purpose in this text?
How do you know?
- ✓ What conflicting viewpoints does the text explore?
- ✓ How does the author treat the conflicting evidence?
- ✓ Is the author effective in his examination of conflicting evidence?

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.9–10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



RI.8.7

Standard: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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

Essential Skills/Concept

- ❑ Understand the differences in various mediums (print, video, multimedia)
- ❑ Compare the presentation of a topic in one or more mediums.
- ❑ Evaluate the effectiveness of using different mediums.

Academic Vocabulary/Cognates

- evaluate evaluar
- advantage
- disadvantage
- medium
- digital digital
- multimedia multimedia
- particular particular

Teaching Notes and Strategies

SBAC Claim #1: Read Close & Critically

Questions Stems

- ✓ What topic or idea is presented?
- ✓ How is the topic similar & different when presented in the various mediums?
- ✓ Which medium is most effective in presenting the topic? Why?
- ✓ What limitations are realized when using _____ (medium) to present the topic?

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.9–10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.



RI.8.8

Standard: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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

- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Recognize irrelevant evidence.

Academic Vocabulary/Cognates

- | | |
|-----------------------|--------------|
| • Delineate | delinear |
| • evaluate | evaluar |
| • argument | argumento |
| • specific | específico |
| • claim | reclamación |
| • text | texto |
| • assess | |
| • reasoning | razonamiento |
| • sound | sonido |
| • evidence | |
| • relevant(pertinent) | pertinente |
| • sufficient | suficiente |
| • irrelevant | irrelevante |

Teaching Notes and Strategies

SBAC Claim #1: Read Close & Critically

Questions Stems

- ✓ What argument is presented?
- ✓ What claims support the argument?
- ✓ In what manner is the argument & claims presented?
- ✓ Is the reasoning presented logical?
- ✓ What evidence is presented?
- ✓ Is the evidence relevant to the argument? Why or why not?
- ✓ Is enough evidence presented to support the argument?
- ✓ Is all of the evidence relevant? If not, why?

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.9–10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.



RI.8.9

Standard: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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 texts
- Identify similar topics
- Identify conflicting information
- Distinguish between fact & interpretation

Academic Vocabulary/Cognates

- Analyze analizar
- case
- text texto
- conflict conflicto
- disagree
- interpretation interpretación

Teaching Notes and Strategies

SBAC Claim #1: Read Close & Critically

Questions Stems

- ✓ What topic do both of the texts address?
- ✓ How do the texts differ in the information they present?
- ✓ Is the differing information factual or interpretive?
- ✓ Which text do you think is accurate? Why?

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.9–10.9: Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.



RI.8.10

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

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

- text complexity complejidad del texto
- independent independiente
- proficient
- comprehend comprender

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.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.

RI.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.



W.8.1

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

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, 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.

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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Write an argument with claims, reasons, and evidence <input type="checkbox"/> Understand use of counterclaims in an argument essay <input type="checkbox"/> Employ logical reasoning when supporting claims <input type="checkbox"/> Understand what makes evidence relevant, accurate and credible. <input type="checkbox"/> Create cohesion & clarify relationships via choice <input type="checkbox"/> Understand sentences of “formal style”. <input type="checkbox"/> Craft conclusions that support the argument 	<ul style="list-style-type: none"> • argument argumento • claim reclamación • relevant pertinente • evidence • acknowledge • distinguish distinguir • alternate alterno • opposing oposición • logical lógico • reasoning razonamiento • accurate • credible creíble • cohesion cohesión • clarify aclarar • counterclaim reconvención 	<p>SBAC Claim # 2: Write effectively</p>

Questions Stems

- ✓ How did you distinguish your claim from opposing claims?
- ✓ How are your claims & reasons organized? Is the arrangement logical?
- ✓ What words phrases piece “formal”?
- ✓ How do you maintain this style?
- ✓ How does your concluding statement (section) support the arguments presented?

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.9-10.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.



W.8.2

- Standard:** Write informative/ explanatory texts, **including career development documents** (e.g., **simple business letters and job applications**), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**
- Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied 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.

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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> <input type="checkbox"/> Understand format & purpose of career development documents (business letter, job application) <input type="checkbox"/> Craft a thesis statement <input type="checkbox"/> Use formatting, graphics, media. <input type="checkbox"/> Provide relevant concrete details. <input type="checkbox"/> Use transitions <input type="checkbox"/> Understand & use formal style <input type="checkbox"/> Write conclusions. 	<ul style="list-style-type: none"> • career carrera • development desarrollo • document documento • application aplicación • convey transmitir • analysis análisis • relevant pertinente • thesis statement declaración de tesis • preview vista previa • format formato • appropriate adecuado • varied variado • transitions transición • precise preciso 	<p>SBAC Claim # 2: Write effectively</p>
<p>Questions Stems</p> <ul style="list-style-type: none"> ✓ How does your thesis statement preview the content of the essay? ✓ What categories of supporting details do you provide? ✓ How did you transition from various ideas & concepts? ✓ Are the transitions cohesive? ✓ What makes the piece formal? ✓ How does the conclusion support the information 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.9–10.2:** Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. **CA**
 - Develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



W.8.3

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 point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

- Understand narrative techniques: dialogue, pacing, description, events and/or characters
- Understand how the author uses a variety of transitional words and phrases to convey sequence from one time frame or setting to another.
- Understand story plot line: exposition, rising action, climax, falling action, and resolution
- Understand literary devices
- Understand reflection
- Understand narrative organization textual structure.
- Understand realistic and fictional conflict.

Academic Vocabulary/Cognates

- | | |
|--------------------------|----------------------------|
| • characters | |
| • setting | |
| • rising/falling action | |
| • climax | clímax |
| • resolution | resolución |
| • story plot | |
| • protagonist/antagonist | protagonista / antagonista |
| • narrator | narrador |
| • point of view | punto de vista |
| • dialoguing | dialogar |
| • organizational pattern | patrón de organización |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ Who are the main and minor characters in the story?
- ✓ Who is the narrator? How does the author introduce the narrator?
- ✓ Where does the author establish his/her point of view?
- ✓ What event/events reveal the problem in the story?
- ✓ Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?
- ✓ Who are the protagonist and the antagonist of the story? How do they effect the action and resolution?
- ✓ Which character change throughout the story?
- ✓ What details indicate that there was a resolution to the problem?
- ✓ What organization pattern did the author use? How do you know?

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

W.9–10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.8.4

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 above.)

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

Essential Skills/Concept

- Understand the writing process
- Understand purpose for writing
- Understand audience
- Understand how to organize ideas and use transition to create cohesion among characters and ideas
- Organize well-crafted paragraphs

Academic Vocabulary/Cognates

- | | |
|---------------------------|----------------------|
| • audience | audiencia |
| • organizational patterns | |
| • transitions | transiciones |
| • thesis statement | declaración de tesis |
| • conclusion | conclusión |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ Who is your audience? How will this affect your writing?
- ✓ What will you use to organize your thoughts before you begin writing?
- ✓ What transitions within and between paragraphs to help the reader?
- ✓ Will your writing include a thesis statement?
- ✓ Does your conclusion refer to the thesis statement for continued cohesion?

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.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



W.8.5

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 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 8.)

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

Essential Skills/Concept

- Understand the importance of editing and revision
- Understand the importance of rewriting
- Understand the purpose for writing
- Support peers in the revision process
- Understand the use of editing and revision strategies
- Understand the use of sentence variety
- Understand the use of various literary devices

Academic Vocabulary/Cognates

- | | |
|--------------------|---------------------|
| • revising | la revisión de |
| • editing | edición |
| • organization | organización |
| • planning | planificación |
| • rewriting | reescritura |
| • sentence variety | |
| • literary devices | recursos literarios |

Teaching Notes and Strategies

Questions Stems

- ✓ How could you change the first paragraph to engage the reader?
- ✓ How could you change your thesis statement to better convey what you will be writing?
- ✓ How could you rearrange the sentences in this paragraph to exclude unnecessary information?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong and does it reflect your writing?

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.9–10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)



W.8.6

Standard: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

Essential Skills/Concept

- Type with proficiency
- Understand the use of databases
- Use key words to locate information on the internet
- Know how to site a variety of sources
- Understand various computer programs such as Word, PowerPoint, Excel, and Publisher).
- Know how to format and design page layouts
- Understand how to embed links into a document
- Understand Moodle and know how to access and appropriate blogs

Academic Vocabulary/Cognates

- | | |
|---------------|------------|
| • cite | citar |
| • collaborate | collaborar |
| • technology | tecnología |
| • publish | publicar |
| • produce | producir |
| • link | enlace |
| • URL | URL |
| • moodle | |
| • software | |
| • resources | recursos |

Teaching Notes and Strategies

Questions Stems

- ✓ What software did you use to create this document?
- ✓ How can you include a link to resources within your document?
- ✓ What URL would you use to access a moodle account?
- ✓ Did you use numerous search engines to research your material?
- ✓ What programs are available for you to check your spelling and language conventions?
- ✓ Did you cite your work?
- ✓ Who did you collaborate with on-line?

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.9–10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

W.8.7

Standard: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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 the steps of a research project
- Understand how to use computer publishing software
- Know how to use internet search engines
- Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- Know how to create a bibliography or citation page
- Understand paraphrasing
- Understand direct quotes

Academic Vocabulary/Cognates

- | | |
|-----------------|--------------|
| • paraphrase | parafrasear |
| • credit | credito |
| • source | fuelle |
| • cite | citar |
| • bibliography | bibliografia |
| • citation page | |
| • valid | válido |

Teaching Notes and Strategies

SBAC Claim # 4: Conduct Research

Questions Stems

- ✓ What question does your report answer?
- ✓ Why is it important to paraphrase your information?
- ✓ Did you give credit for the information you used?
- ✓ How did you know that the source was creditable?
- ✓ What is the correct way to site your sources in your bibliography or citation page?
- ✓ Show me where you found _____information?
- ✓ Looking at these two sources, which source would be the most valid? Why?

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.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



W.8.8

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

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

- Understand how to gather applicable information from digital sources
- Understand how to gather applicable information from printed sources
- Know how to assess credible sources
- Understand how to quote/paraphrase information with plagiarizing
- Be able to create a bibliography using a standard format for citation
- Understand how to create a bibliography/citation page

Academic Vocabulary/Cognates

- creditable source
- format formato
- bibliography bibliografía
- citation page
- digital source fuente digital
- data datos

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

SBAC Claim # 4: Conduct Research

Questions Stems

- ✓ How do you know the information is creditable?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography
- ✓ How did you site a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?

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.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **including footnotes and endnotes. CA**



W.8.9

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

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

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

Essential Skills/Concept

- Understand historical fiction
- Analyze information, draw evidence and support analysis of the information
- Compare and contrast fictional portrayal of time, place, or character and historical account of the same period
- Understand the authors use of fiction to use or alter history
- Understand how to evaluate specific claims and evidence of a historical fictional text

Academic Vocabulary/Cognates

- | | |
|----------------------|------------------|
| • evidence | evidencia |
| • historical account | relato histórico |
| • author’s portrayal | |
| • factual | |
| • fictional | ficticio |
| • support claims | |
| • objective | objetivo |
| • bias | |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

SBAC Claim # 4: Conduct Research

Questions Stems

- ✓ How does the author’s portrayal compare to the historical accounts of the character or event?
- ✓ What evidence did you find to be factual? Fictional?
- ✓ What evidence do you have to support the author’s argument/claim that _____?
- ✓ Was the author objective in his/her portrayal of the character?
- ✓ Did the author indicate any bias of the history portrayal?

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.9–10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9-10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).



W.8.10

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

- Determine purpose and audience
- Understand writing process
- Plan & self-monitor when writing
- Understand & use research skills
- Understand and use of reflective writing
- Use of revision strategies

Academic Vocabulary/Cognates

- research investigación
- reflection reflexión
- revision revisión
- time frame
- extended extendido
- purpose propósito
- audience

Teaching Notes and Strategies

Questions Stems

- ✓ What is the purpose of this task?
- ✓ What is the time frame of the task?
- ✓ Who is the audience? What steps will you take to complete the task?
- ✓ What was the purpose for writing?
- ✓ Will your style be formal? Informal? Why?
- ✓ How could this sentence be revised?
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?

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.

W.9–10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.8.1

Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or research material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

- Understand and use the rules for having and a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence?

Academic Vocabulary/Cognates

• collaborative	colaboración
• diverse	diverso
• express	expresar
• explicit	explicito
• reflect	reflexionar
• evidence	
• deadlines	
• collegial	colegiado
• pose	
• respond	responder
• relevant	pertinente
• acknowledge	reconocer
• warrant	
• qualify	calificar
• justify	justificar

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 preparation or research have you done in order to fully participate in the discussion?
- ✓ Have you thought about the information or learning you will share?
- ✓ What progress has been made as a result of the discussion?
- ✓ How are you keeping track of the progress you are making?
- ✓ How will you make sure that you are all working together collaboratively?
- ✓ What role do you play in the discussion? Does it require any specific actions?
- ✓ How does the information presented connect with other information?
- ✓ How has the new information affected your own views?
- ✓ Has the information or evidence you heard caused a change in your thinking?

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.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



SL.8.2

Standard: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

Essential Skills/Concept

- Know that media is used to present information
- Analyze why information is being presented using a particular format or media
- Evaluate the motive of the presenter

Academic Vocabulary/Cognates

• media	medios de comunicación
• format	formato
• visual	visual
• quantitative	cuantitativo
• oral	oral
• motive	motivo
• evaluate	evaluar
• social	social
• commercial	comercial
• political	político

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 does the speaker use media?
- ✓ What is the effect of using visual formats to deliver the information?
- ✓ What is the motive of the presentation?
- ✓ Given the speakers motive, was the use of diverse media effective?
- ✓ Do you think the speaker's motives were political or social?
- ✓ Would you have chosen a different format to present this information?
- ✓ What did you considered in your analysis of the speaker's motive and how he presented the information?

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.9–10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.



SL.8.3

Standard: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

Essential Skills/Concept

- ❑ Identify the arguments and claims made
- ❑ Analyze and determine whether the speaker’s claims are sound and logical
- ❑ Determine whether the speaker has used sufficient evidence to support the claims and arguments
- ❑ Know when evidence cited is irrelevant to the topic or claim

Academic Vocabulary/Cognates

- | | |
|---------------|---------------|
| • argument | argumento |
| • validity | validez |
| • claims | reclamaciones |
| • speaker | |
| • supported | |
| • unsupported | |
| • appropriate | apropiado |
| • proficiency | |
| • reasoning | razomiento |
| • delineate | delinear |
| • relevance | pertinencia |

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?
- ✓ Is the speaker’s argument reasonable and based on logic?
- ✓ Were you able to follow the speaker’s reasoning?
- ✓ Which claims were supported by the speaker? Which claims were unsupported?
- ✓ Can you find an example of a claim the speaker made that was not supported by evidence.
- ✓ How sound would you say this presentation is?

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.9–10.3: Evaluate a speaker’s or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



SL.8.4

Standard: Present claims and findings (e.g., **argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. **Plan and present a narrative that : establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. 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 a presentation
- Distinguish between a claim and a finding
- Understand the structure for a narrative presentation
- Establish a context and viewpoint
- Present events in a logical sequence
- Understand sequencing ideas logically
- Use techniques such as dialogue, pacing, description and sensory language when presenting information
- Speak with adequate volume and clear pronunciation
- Provide a conclusion based on experience

Academic Vocabulary/Cognates

- | | |
|--------------------------|--------------------------------|
| • Prompt | rápido |
| • argument | argumento |
| • narrative | narración (n) narrativo (adj.) |
| • information | información |
| • response to literature | respuesta a la literatura |
| • presentation | presentación |
| • thesis | tesis |
| • evidence | |
| • cohesion | cohesión |
| • claim | reclamo |
| • emphasize | enfaticar |

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

- ✓ What is the prompt? (argument, narrative, informative, response to literature)
- ✓ How you will plan your presentation?
- ✓ What is your thesis?
- ✓ What evidence did you produce to support the thesis?
- ✓ How will you conclude your presentation to make your claim stronger?
- ✓ Where could you add more evidence to support your claim?
- ✓ When you present your claim, is there cohesion from the beginning though the end?
- ✓ What points will you emphasize?

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. CA**

SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely and logically (**using appropriate eye contact, adequate volume, and clear pronunciation**) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., **argument, narrative, informative, response to literature presentations**), audience, and task. CA

- a. **Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade),**
- b. **Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade)**



SL.8.5

Standard: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

Essential Skills/Concept

- ❑ Be proficient in using multimedia components to enhance presentation such as video cameras, projectors, PowerPoint presentations and document cameras
- ❑ Select appropriate multimedia components that have clear meaning to the presentation
- ❑ Add sound, images, music, and graphics to enhance the presentation

Academic Vocabulary/Cognates

- | | |
|-------------------|------------------|
| • multimedia | multimedia |
| • technology | tecnología |
| • presentation | presentación |
| • message | mensaje |
| • digital media | medios digitales |
| • visual displays | visuales |
| • data | datos |
| • components | componentes |
| • clarify | aclarar |

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

- ✓ What is the message or information you want to convey to your audience?
- ✓ The use of multi data is important, how will you give your information in different formats for clarification?
- ✓ What digital media did you use to enhance your presentation?
- ✓ How did the use of this technology help convey your presentation’s message to your audience?
- ✓ What could you do to keep your presentation focused on your subject matter?
- ✓ What other technology can you use to help clarify your presentation?

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

SL.9–10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



SL.8.6

Standard: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none">❑ Identify your audience❑ Understand the difference between formal and informal language❑ Identify the task or purpose of your speech❑ Understand the use of content appropriate vocabulary❑ Enunciate and speak at appropriate volume and pace	<ul style="list-style-type: none">• purpose propósito• formal formal• informal informal• emphasize enfatizar• appropriate language lenguaje apropiado• vocabulary vocabulario• affective afectivo• presentation presentación	<p>SBAC Claim # 3: Employ effective speaking and listening skills</p>
<p>Questions Stems</p> <ul style="list-style-type: none">✓ What is the purpose of the speech?✓ Who is your audience and how will your audience affect your vocabulary?✓ Will you use formal or informal language? Why?✓ What will you do to emphasize the main points of your speech?✓ Will you allow time for questions and answers after you have concluded your speech?✓ Will you be prepared to use appropriate language to answer questions in an appropriate manner?✓ Is there any vocabulary you can change to make your presentation more affective?		

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.)

SL.9–10.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 for specific expectations.)



L.8.1

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

- a. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

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

Essential Skills/Concept

- Understand and correctly use all parts of speech
- Understand the use of gerunds, participles, and infinitives
- Understand the difference between various pronouns, (subject, object, possessive, singular, plural; first, second, and third person pronouns; antecedent and indefinite pronouns)
- Understand and correctly use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- Have a command of conventions when writing and/or speaking
- Use modifiers clearly and correctly

Academic Vocabulary/Cognates

- | | |
|----------------------|--------------------|
| • active voice | voz activa |
| • passive voice | voz pasiva |
| • exact | exacto |
| • edit | editar |
| • verb mood | modo del verbo |
| • verb tone | tono del verbo |
| • indicative mood | modo indicativo |
| • imperative mood | modo imperativo |
| • interrogative mood | modo interrogativo |
| • subjective mood | modo subjunctivo |
| • conditional mood | modo condicional |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ Can you change this subject/predicate sentence to begin with a gerund to help make this sentence more interesting?
- ✓ How can you change this verb to make your writing more exact?
- ✓ This sentence is a passive sentence, what can you do you change it to make it active?
- ✓ What verb can you use to help make a strong (interrogative, imperative, subjunctive, conditional) mood sentence?
- ✓ How can you change to make it correct in Standard English?
- ✓ Use your editing skills to correct _____ to make your meaning clearer.
- ✓ Look at this pronoun, is it used as an object? Subject? How do you know? It the pronoun used correctly?

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

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.9–10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.



L.8.2

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

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

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

Essential Skills/Concept

- Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)
- Understand that ellipsis indicates an omission
- Understand that a dash signals an abrupt pause
- Understand that a comma indicates a brief pause
- Understand homophones

Academic Vocabulary/Cognates

- | | |
|-------------|----------|
| • homophone | homófono |
| • comma | coma |
| • ellipsis | elipsis |
| • dash | |
| • omission | omisión |
| • pause | pausa |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ You want to set off this information in this sentence, what punctuation would you use?
- ✓ You left some information out or omitted some words but want your reader to know there is more information. What punctuation should you use to indicate this right here?
- ✓ What would be a homophone for this word?

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

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.
- Spell correctly.

L.9–10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.



L.8.3

Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Skills/Concept

- Understand active and passive voice
- Understand conditional and subjunctive moods

Academic Vocabulary/Cognates

- | | |
|--------------------|-------------------|
| • active voice | voz activa |
| • passive voice | voz pasiva |
| • uniform | uniforme |
| • mood | humor |
| • conditional mood | humor condicional |
| • indicative mood | modo indicativo |
| • voice | voz |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What should you do to this sentence to express active voice?
- ✓ Which sentences in this paragraph are written in passive voice: which express active voice? Which sentences should you change to make all the sentences uniform?
- ✓ This mood of this sentence is conditional, how can you change some words to make it indicative?
- ✓ Why is it important to write in the same voice?

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
- b. Maintain consistency in style and tone.*

L.9–10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

L.8.4

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

- b. 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.
- c. Use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word (e.g., *precede, recede, secede*).
- d. 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**
- e. 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

- Understand textual clues in a sentence (similar, opposite, explanation)
- Understand Greek and Latin affix and roots are clues to meaning
- Understand how to use specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital
- Understand context clues for word meaning

Academic Vocabulary/Cognates

- | | |
|-----------------|--------------|
| • greek affix | afijo griego |
| • latin affix | afijo latino |
| • affix | afijo |
| • thesaurus | tesauro |
| • similar | similar |
| • opposite | contrario |
| • context clues | |
| • dictionary | diccionario |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ When you come to a word you don’t understand you should _____?
- ✓ What is the main idea of this sentence? Does it help you understand the word?
- ✓ Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning?
- ✓ Look at this affix, what does it mean? What does the whole word mean?
- ✓ What is the root meaning? How does that help you identify the word?
- ✓ Look in your thesaurus. Now, what does this word mean?
- ✓ Reread the sentence. Which words nearby will help you understand the meaning of the word.

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.

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

L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) **and continue to apply knowledge of Greek and Latin roots and affixes. CA**
- c. Consult general and specialized reference materials (e.g., **college-level dictionaries, rhyming dictionaries, bilingual dictionaries**, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **CA**
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



L.8.5

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

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

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

Essential Skills/Concept

- Understand figurative language (simile, metaphor personification, pun, irony)
- Understand the use of analogies (synonyms, antonyms, cause/effect, part/whole, item/category, item/use/item/place)
- Understand denotation and connotations

Academic Vocabulary/Cognates

- | | |
|-----------------------|-------------------|
| • denotation | denotación |
| • connotation | connotación |
| • irony | ironía |
| • analogy | analogía |
| • convey | transmitir |
| • literally | literalmente |
| • metaphor | metáfora |
| • simile | símil |
| • personification | personificación |
| • pun | |
| • figurative language | lenguaje figurado |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Can you change this sentence and use a metaphor or a simile to help create image?
- ✓ This would be a good place to use irony. What can you change to add irony to add humor to this sentence?
- ✓ This sentence is written literally; change it to an analogy to convey your idea.
- ✓ Write this sentence using denotation and then using a connotation; which would be better used than the current sentence? What mood are you trying to convey in your writing?

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

- a. Interpret figures of speech (e.g., literary biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.9–10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.



L.8.6

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

- Understand academic words (i.e. analyze, contrast, predict, and confirm)
- Understand domain-specific words (i.e. Science - cell, gene, and gravity; Social Studies – alliance, legislature, and commerce.)
- Understand grade-appropriate vocabulary

Academic Vocabulary/Cognates

- domain-specific word
- academic word
- convey transmitir

Teaching Notes and Strategies

Questions Stems

- ✓ Look at this sentence. What word should be replaced to convey a domain-specific word instead of a general word?
- ✓ What words should you replace in this text to show academic understanding of your topic? Why is this important?
- ✓ What would you look if you want to improve your domain-specific vocabulary in science?

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.

L.9-10.6: Acquire and use accurately grade-appropriate 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.

