

RL.11-12.1

Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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 textual evidence
- Determine matters of uncertainty

Academic Vocabulary/Cognates

- | | |
|---------------|-------------------|
| • analyze | analyzer |
| • cite | citar |
| • explicit | explicito |
| • logical | lógico |
| • conclusion | conclusion |
| • determine | determinar |
| • inference | inferencia |
| • explicit | explicito |
| • text | texto |
| • analysis | análisis |
| • evidence | evidencia/pruebas |
| • uncertainty | incertidumbres |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *cite strong and thorough textual evidence* from John Keats’s “Ode on a Grecian Urn” to *support* their *analysis* of what the poem says explicitly about the urn as well as what can be *inferred* about the urn from *evidence* in the poem. Based on their close reading, students *draw inferences from the text* regarding what meanings the figures decorating the urn convey as well as noting *where the poem leaves matters about the urn and its decoration uncertain*.

SBAC Claim # 1: Read Closely & 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 support your analysis?
- ✓ Which points led you to infer _____?
- ✓ What uncertainties remain?
- ✓ What additional information is needed to address uncertainties?

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.11-12.2

Standard: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

Essential Skills/Concept

- Identify central ideas or themes
- Analyze theme /central idea development
- Identify interactions and how they build on one another
- Provide an objective summary
- Interpret theme and how it relates to character relationships

Academic Vocabulary/Cognates

- | | |
|-------------|-------------|
| • determine | determinar |
| • theme | tema |
| • text | texto |
| • analyze | analizar |
| • interact | interactuar |
| • complex | complejo |
| • account | |
| • objective | objetivo |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *provide an objective summary* of F. Scott's Fitzgerald's *Great Gatsby* wherein they analyze how *over the course of the text* different characters try to escape the worlds they come from, including whose help they get and whether anybody succeeds in escaping

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ Which themes/central ideas can you identify in the readings?
- ✓ How does the author develop the themes/central ideas?
- ✓ How can you objectively summarize the text?
- ✓ Which detail or event first presented an indication of the theme/central?
- ✓ Identify additional details that shaped each theme or central idea?
- ✓ Is one theme/central idea more significant than another? Why?

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.11-12.3

Standard: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). CA

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

Essential Skills/Concept

- ❑ Understand characterization and plot development
- ❑ Analyze author’s choices in story development
- ❑ Trace introductions and development of characters
- ❑ Relate author’s choices to story topic and structure
- ❑ Identify literary archetypes present in the text

Academic Vocabulary/Cognates

- | | |
|----------------|---------------|
| • analyze | analizar |
| • impact | impacto |
| • develop | |
| • relate | relaciones |
| • elements | elementos |
| • archetype | arquetipo |
| • ordered | ordenado |
| • complex | complejo |
| • interactions | interacciones |
| • motivations | motivaciones |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* the first impressions given of Mr. and Mrs. Bennet in the opening chapter of *Pride and Prejudice* based on the *setting* and how the *characters are introduced*. By comparing these first impressions with their later understanding based on how *the action is ordered* and the *characters develop* over the course of the novel, students understand *the impact of Jane Austen’s choices in relating elements of a story*.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ How does the author develop the setting, plot or character?
- ✓ What impact do the author’s choices regarding story element have?
- ✓ What statement (s) or actions (s) lead to a shift in advancement in the events of the story?
- ✓ What archetype or model is found in the work?

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.11-12.4

Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11/12 Language standards 4-6 for additional expectations.)
CA

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

Essential Skills/Concept

- ☞ Identify and interpret figurative word use
- ☞ Identify and interpret connotative word use
- ☞ Determine the tone of a piece of literature
- ☞ Identify multiple meanings of a word or phrase by analyzing the context in which it is used
- ☞ Determine personal standards of “beauty” in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)

Academic Vocabulary/Cognates

- | | |
|--------------------|---------------|
| • phrases | frases |
| • text | texto |
| • figurative | figurativo |
| • connotative | conotativo |
| • analyze | analizar |
| • impact | impacto |
| • specific | específico |
| • tone | tono |
| • multiple | múltiple |
| • particularly | en particular |
| • engaging | |
| • multiple meaning | |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students compare and contrast the *figurative and connotative meanings* as well as *specific word choices* in John Donne’s “Valediction Forbidding Mourning” and Emily Dickinson’s “Because I Would Not Stop for Death” in order to *determine how* the metaphors of the carriage and the compass *shape the meaning and tone* of each poem. Students *analyze* the ways both poets use *language that is particularly fresh, engaging, or beautiful* to convey the *multiple meanings* regarding death contained in each poem.

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Which of the following phrases are figurative?
- ✓ Which are the following phrases are connotative?
- ✓ How would the meaning change if _____ was replaced with _____?
- ✓ What figurative words could be added to change the tone?
- ✓ Select three words or phrases and analyze how they represent _____? (fresh, engaging, beauty)
- ✓ What impact does _____ have upon the meaning?

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).



RL.11-12.5

Standard: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

Essential Skills/Concept

- Analyze the structure of a text
- Analyze plot elements
- Evaluate the aesthetic impact of a text in terms of its structure
- Determine how structure impacts meaning of text

Academic Vocabulary/Cognates

- | | |
|---------------|-------------|
| • structure | estructura |
| • specific | específico |
| • comedic | comico/a |
| • tragic | trajico |
| • resolution | resolución |
| • contribute | contribuir |
| • aesthetic | estético |
| • impact | impacto |
| • text | texto |
| • deconstruct | deconstruir |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* how Anton Chekhov’s choice of *structuring* his story “Home” by *beginning* in “midstream” *shapes the meaning of the text* and *contributes to its overall* narrative arc.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ How would the story change if _____(structural element) was changed?
- ✓ What structural element would you change to make a greater aesthetic impact?
- ✓ How does the author use structural elements to develop to aesthetic impact of _____?
- ✓ How does the author order the events? What effect does it have on the theme?

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.11–12.6

Standard: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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

Essential Skills/Concept

- Perceive unstated point of view
- Recognize and understand satire, sarcasm, irony
- Recognize and understand understatement

Academic Vocabulary/Cognates

- analyze analizar
- grasp
- point of view punto de vista
- distinguish distinguir
- satire sátira
- sarcasm sarcasmo
- irony ironía
- understatement
- overstate

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* Miguel de Cervantes’s *Don Quixote* and Jean-Baptiste Poquelin Molière’s *Tartuffe* for how *what is directly stated in a text differs from what is really meant*, comparing and contrasting the *point of view* adopted by the protagonist in each work.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ Which form of irony is being used in the example _____?
- ✓ How is this “satire” different from other text you have read?
- ✓ Why did the author use sarcasm here?
- ✓ What other text you have read did the author use sarcasm?
- ✓ From which point of view is the text written?
- ✓ Is the text written from multiple points of view?
- ✓ What situation(s) or example indicates this is satire?
- ✓ Identify instances of sarcasm in _____?
- ✓ If _____ is an understatement, change the text to overstate _____.
- ✓ What is the author’s true point of view?
- ✓ How was satire/irony used to convey the point of view?
- ✓ Which direct statements in the text are meant to convey a different meaning?

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.11-12.7

Standard: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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

Essential Skills/Concept

- ❑ Analyze multiple interpretations of a story, drama, or poem
- ❑ Evaluate (judge) how each version interprets the source text
- ❑ Analyze subject and scene representation
- ❑ Understand various types of artistic mediums
- ❑ Analyze at least one play by Shakespeare and one play an American dramatist

Academic Vocabulary/Cognates

- analyze analizar
- multiple múltiple
- interpretation interpretación
- evaluate evaluar
- version versión
- interpret interpretar
- source
- artistic artístico/a
- medium medio (artístico)

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students compare two or more *recorded or live productions* of Arthur Miller’s *Death of a Salesman* to the written text, *evaluating* how *each version interprets the source text* and debating which aspects of the enacted *interpretations* of the play best capture a particular character, scene, or theme.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What is the source text?
- ✓ What is the theme of the story, drama or poem?
- ✓ What contrasting views did you discover from the interpretations?
- ✓ How do interpretations differ in various versions?
- ✓ Which interpretation did you prefer? Why?

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.11–12.9

Standard: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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 foundational works of American literature (18th, 20th century)
- Compare multiple works with similar themes/topics

Academic Vocabulary/Cognates

- 18th century
- 19th century
- 20th century
- literature literatura
- theme tema
- fiction ficción
- non-fiction no de ficción
- foundational works

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students compare and contrast how the protagonists of Herman Melville’s *Billy Budd* and Nathaniel Hawthorne’s *Scarlet Letter* maintain their integrity when confronting authority, and they relate their analysis of that theme to other portrayals in nineteenth- and early-twentieth-century foundational works of American literature they have read.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ Why is _____ considered a foundational work of American literature?
- ✓ What is the underlying theme/topic of _____? (justify your response)
- ✓ Name two pieces of literature that have the same theme/topic of _____ (explain your answer).
- ✓ How does the treatment of the themes/topics differ?
- ✓ Even though the two texts are from the same time period, why do you think a contrast in theme/topic occurs?

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.11–12.10

Standard: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR 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 | complejidad del texto |
| • independent | independiente |
| • proficient | (competent) competente |
| • comprehend | comprender |
| • genre | género |
| • fiction | ficción |
| • nonfiction | no de 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.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.11–12.1

Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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 what is explicitly stated in the text
- Infer additional information from a text
- Distinguish between inferences and explicit ideas
- Determine uncertainties in the text

Academic Vocabulary/Cognates

- | | |
|--------------|-------------------|
| • cite | citar |
| • thorough | |
| • textual | textual |
| • analysis | análisis |
| • explicit | explícito |
| • inference | inferencia |
| • uncertain | incierto/a (adj.) |
| • conclusion | conclusion |
| • supportive | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What can you infer from the text? Why?
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence is most supportive of your analysis?
- ✓ Where does the text leave matters uncertain?
- ✓ What additional information is necessary?

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.11–12.2

Standard: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

Essential Skills/Concept

- Identify multiple central ideas
- Analyze development of central ideas
- Analyze how central ideas interact and build on each other
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary of text

Academic Vocabulary/Cognates

- | | |
|----------------|--------------|
| • determine | determinar |
| • central idea | idea central |
| • analyze | analizar |
| • text | texto |
| • interact | interactuar |
| • complete | completo |
| • objective | objetivo |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *provide an objective summary* of Henry David Thoreau’s *Walden* wherein they *analyze how* he articulates *the central ideas* of living simply and being self-reliant and how those ideas *interact and build on one another* (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”)

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What are the central ideas of the text?
- ✓ How were the central ideas developed?
- ✓ How do the central ideas interact and build on each other?
- ✓ How are the central ideas similar/different?
- ✓ What supporting ideas are included in the text?
- ✓ Which elements help to develop the central ideas of the text?
- ✓ How would you objectively summarize the text?

RI.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.11–12.3

Standard: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

Essential Skills/Concept

- Analyze a complex set of ideas, individuals, and events
- Trace development of ideas, individuals, events
- Explain the interaction and development of individuals, ideas, or events in the text

Academic Vocabulary/Cognates

- analyze analizar
- complex complejo
- sequence secuencia
- specific específico
- individuals individuales
- interact interactuar
- develop

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What is the development of the ideas in the text?
- ✓ Identify the text’s sequence of events.
- ✓ How does the interaction of individuals/events/ideas develop over the course of the text?
- ✓ What makes the set of ideas/sequence of events complex?

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.11–12.4

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). (See grade 11-12 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:

- Recognize and interpret figurative language
- Understanding implied/connotative meanings of words
- Understand the use and meaning of technical terms
- Identify key terms in a text
- Demonstrate how the meaning of a word can be refined

Academic Vocabulary/Cognates

- figurative language lenguaje figurado
- connotative connotative/a (adj.)
- technical meanings
- refining meaning
- impact tone impacto de tono
- vivid vívido/a (adj.)
- imaginative imaginative
- technical terms terminus técnicos

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students analyze how the key term *success* is interpreted, used, and refined over the course of G. K. Chesterton’s essay “The Fallacy of Success.”

SBAC Claim # 1: Read Closely & Critically

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What are the figures of speech in the literary text?
- ✓ What are the connotative meanings of words in text?
- ✓ What technical meanings are required and used in text?
- ✓ How does the meaning of a particular word change over the course of a text?
- ✓ Which words are used repeatedly and impact the meaning of the text?
- ✓ What words did the author use to state ideas in a vivid and imaginative way?
- ✓ What technical terms did the author use and why were these important?

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. (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9-10 Language standards 4-6 for additional expectations.) CA



RI.11–12.5

Standard: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA

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

Essential Skills/Concept

- Analyze text structure
- Analyze the effectiveness of text structure
- Understand the nuances of exposition and argument

Academic Vocabulary/Cognates

- effectiveness eficacia
- structure estructura
- engaging
- convincing convincente
- transition words
- chronological placement of argument supporting details

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What text structure is used in the exposition or argument?
- ✓ Is the organization of the exposition or argument effective? Why or why not?
- ✓ What points does the author emphasize?
- ✓ Identify techniques that the author uses to convince and/or engage the reader.
- ✓ How do the text features assist the reader?

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. CA



RI.11–12.6

Standard: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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

Essential Skills/Concept

- Determine author’s point of view or purpose
- Analyze rhetorical devices
- Understand persuasion
- Analyze style
- Analyze content
- Appreciate aesthetics of text

Academic Vocabulary/Cognates

- | | |
|----------------------|---------------------|
| • point of view | punto de vista |
| • rhetoric | retórico |
| • effective | efectivo/a (adj.) |
| • analyze | analizar |
| • style | estilo |
| • content | contenido |
| • contribute | contribuir |
| • persuasive | persuasivo/a (adj.) |
| • beauty of the text | belleza del texto |
| • purpose | propósito |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students determine Richard Hofstadter’s *purpose and point of view* in his “Abraham Lincoln and the Self-Made Myth,” *analyzing* how both Hofstadter’s *style* and *content* contribute to the *eloquent* and *powerful* contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What is the author’s point of view or purpose?
- ✓ How does the author skillfully use language (rhetoric) to influence the reader?
- ✓ How would you describe the author’s style?
- ✓ Why is the content of the text important?
- ✓ How does the rhetoric contribute to the aesthetics of the text?

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.11–12.7

Standard: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

Essential Skills/Concept

- Evaluate multiple sources of information in various mediums and formats (print, visual).
- Integrate and use multiple sources of information in various mediums and formats to address a question or solve a problem

Academic Vocabulary/Cognates

- | | |
|--------------------|----------------------------|
| • integrate | integrar |
| • evaluate | evaluar |
| • multiple sources | |
| • media | los medios de comunicación |
| • formats | formatos |
| • visually | visualmente |
| • quantitatively | cuantitativamente |
| • address | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What mediums are used to present the subject?
- ✓ How is the information formatted in each medium?
- ✓ Which details are emphasized in the different mediums?
- ✓ What information can be gleaned from each of the mediums?
- ✓ Do the various sources of information share complimentary or congruent ideas?
- ✓ Did you find connections between the mediums?
- ✓ How does the use of a certain medium affect the account?

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.11–12.8

Standard: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> ☐ Identify and understand seminal U.S. texts ☐ Delineate arguments ☐ Evaluate reasoning ☐ Understand U.S. constitutional principles/legal reasoning ☐ Comprehend and evaluate public advocacy works 	<ul style="list-style-type: none"> • delineate delinear • evaluate evaluar • reasoning razonamiento • seminal seminal • constitutional constitucional • opinions opiniones • dissents • premises • purposes propósito • advocacy abogacia 	<p>Appendix B Sample Performance Task: Students <i>delineate</i> and <i>evaluate</i> the <i>argument</i> that Thomas Paine makes in <i>Common Sense</i>. They <i>assess the reasoning</i> present in his analysis, including the <i>premises and purposes</i> of his essay.</p> <p>SBAC Claim # 1: Read Closely & Critically</p>

Questions Stems
<ul style="list-style-type: none"> ✓ What type of text is this? What is the context of its use? ✓ What is the purpose of the text? ✓ What argument or proposition is presented? ✓ For whom does the author advocate? ✓ What claims support the argument? ✓ What evidence is presented? ✓ Is the reasoning presented logical? ✓ Where is legal reasoning used in the text? ✓ Is the argument/proposition consistent with U.S constitutional principle?

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.11–12.9

Standard: Analyze seventeenth-eighteenth – nineteenth century foundational U.S. documents of historical and literacy significance (including The Declarations of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

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 and understand foundational U.S. documents
- Determine historical and/or literary significance
- Identify and compare themes and purposes
- Identify and analyze rhetorical features

Academic Vocabulary/Cognates

- | | |
|----------------|--------------------|
| • analyze | analizar |
| • seminal | seminal |
| • significance | significación |
| • address | |
| • themes | tema |
| • concepts | conceptos |
| • related | relacionado |
| • historical | historico/a (adj.) |
| • connection | conexión |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* Thomas Jefferson’s Declaration of Independence, identifying its *purpose* and evaluating *rhetorical features* such as the listing of grievances. Students compare and contrast the *themes* and argument found there to those of other *U.S. documents of historical and literary significance*, such as the Olive Branch Petition.

SBAC Claim # 1: Read Closely & Critically

Questions Stems

- ✓ What is the historical significance of the document?
- ✓ What is the literary significance of the document?
- ✓ How does this text shape the future?
- ✓ What is the purpose of each document?
- ✓ What theme is presented in each of the documents?
- ✓ How does the author skillfully use rhetoric to convey meaning?

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.11–12.10

Standard: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Anchor: Read and comprehend complex literacy and informational texts independently and proficiently.

Essential Skills/Concept

- List/understand main idea
- Read independently with proficiency
- Comprehend literary nonfiction
- Comprehend complex vocabulary
- Read fluently
- Demonstrate reading comprehension
- Identify miscellaneous text types

Academic Vocabulary/Cognates

- | | |
|---------------|---------------|
| • text | texto |
| • complexity | complejidad |
| • scaffolding | |
| • comprehend | comprender |
| • nonfiction | no de ficción |
| • fiction | ficción |
| • main theme | |
| • skimming | |
| • outline | |
| • key ideas | |

Teaching Notes and Strategies

Questions Stems

- ✓ What is the theme or topic of the selection?
- ✓ Was this passage too easy? Too difficult?
- ✓ What is the lexile level of the passage?
- ✓ Did you use text feature before you began reading?
- ✓ Did you take notes on the text’s main theme and details?
- ✓ What did you learn from skimming the text before reading?
- ✓ What parts did you understand? What can you do to aide in your comprehension?
- ✓ Can you orally summarize for me what you read?
- ✓ Can you outline the key ideas of the text?

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.11–12.1

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

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax 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.
- 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 argument presented.
- Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**

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

Essential Skills/Concept

- Understand the rhetoric of argument
- Analyze a substantive topic or text
- Introduce a precise claim
- Establish significance of claims
- Provide reasons and evidence from substantive to support claim
- Identify and distinguish counterclaims
- Develop claims and counterclaims fairly
- Organize reasons and evidence in a logical manner
- Support assertions through appeal to logic or emotion
- Analyze and address audience considerations, values, and biases
- Determine relevance of evidence
- Utilize transitional expressions to establish relationships among claims and reasons
- Understand how to maintain a formal style and objective tone
- Provide an effective conclusion

Academic Vocabulary/Cognates

- | | |
|------------------------|----------------------|
| • argument text | argumento |
| • claims | reclamos |
| • analysis | análisis |
| • topic | tema |
| • valid | valido/a (adj.) |
| • reasoning | razonamiento |
| • relevant | pertinente |
| • evidence | |
| • precise | preciso |
| • significant | significante |
| • opposing claim | |
| • sequence | secuencia |
| • counterclaim | |
| • rhetorical device | |
| • personal anecdote | anécdota personal |
| • analogy | analogía |
| • formal style | estilo formal |
| • objective tone | tono objetivo |
| • concluding statement | |
| • logically Sequenced | una secuencia logica |

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

See Appendix C: Dress Code (12th) pp 76 – 77

See Appendix C: Freedom from Structure (12th) pp. 78 - 79

Questions Stems

- ✓ How can you clearly introduce your claim?
- ✓ What reasons/evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ How can you support your assertion by appealing to logic (reasoning)?
- ✓ Can you support your assertion by appealing to emotion? How?
- ✓ What considerations should be addressed regarding the audience’s knowledge /values/biases of the topic or text?
- ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support 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.

- 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.
- 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.
- 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.
- 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 argument presented.



W.11-12.2

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

- Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA**
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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 significance of the topic).

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

Essential Skills/Concept

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic/thesis statement and preview what is to follow
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize various transitional expressions to establish cohesion among ideas and concepts
- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

Academic Vocabulary/Cognates

- | | |
|--------------------------------|--------------------|
| • informational text | texto informativo |
| • explanatory text | texto explicativo |
| • complex ideas | ideas complejas |
| • expository writing structure | |
| • topic/thesis statement | |
| • multimedia | multimedia |
| • relevant facts | |
| • concrete details | |
| • transitions | transiciones |
| • syntax | sintaxis |
| • cohesion | cohesión |
| • precise language | lenguaje preciso |
| • domain-specific | dominio específico |
| • metaphor | metáfora |
| • simile | simil |
| • analogy | analogía |
| • formal style of writing | estilo formal |
| • objective tone | tono objetivo |
| • concluding statement/section | |

Teaching Notes and Strategies

- SBAC Claim # 2:** Write Effectively
- See Appendix C:** Marching to own beat* (11th) pp 70 – 72
- See Appendix C:** Summary of Key Points** (11th) pp 73 – 75
- See Appendix C:** Wake of the Spanish Lady*** (12th) pp 80-88
- See Appendix C:** Fact vs. Fiction (12th) pp 89 – 93
- See Appendix C:** Human Voice *** (12th) pp 94 – 97
- See Appendix C:** Wood Joint *** (12th) pp 98-102
- See Appendix C:** Welding * * * (12th) pp 103 - 106

Questions Stems

- ✓ How can you clearly introduce your topic?
- ✓ What information will you provide in the preview following the topic/thesis statement?
- ✓ What organizational structure will best enable you to convey your information?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ When and how can you use figurative language to express ideas?
- ✓ Do your transitions create cohesion among ideas and concepts?
- ✓ What makes your piece formal in style?
- ✓ Is your tone objective?
- ✓ Does your concluding statement support the information presented? Does it articulate the significance of the topic?

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.11-12.3

Standard: 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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 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.

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

Essential Skills/Concept

- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Understand and establish a/multiple point(s) of view
- Establish multiple plot lines
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide a conclusion that reflects upon the resolution

Academic Vocabulary/Cognates

• narrative	narrativa
• events	
• sequence of events	
• problem	problema
• situation	situación
• point of view	punto de vista
• narrator	narrador (n) narrative /a (adj.)
• characters	personaje
• experiences	experiencias
• dialogue	diálogo
• description	descripción
• reflection	reflexionar
• plot	
• plot line	
• progression of events	
• technique	técnica
• coherent	coherente
• tone	tono
• mystery	misterio
• suspense	suspense
• resolution	resolución
• precise words/phrases	
• details	detalles
• sensory language	lenguaje sensorial
• vivid picture	
• setting	

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

- ✓ What experience or event will you write about?
- ✓ How will you introduce your characters and narrator?
- ✓ From what point of view is your story written? It is consistent throughout? Is there more than one point of view?
- ✓ How will you organize the events in your story? Are they logical? Is the relationship between the events evident?
- ✓ What are the various plot lines in your story?
- ✓ What techniques can you use to build toward a particular tone or outcome (mystery/suspense/growth/resolution)?
- ✓ What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- ✓ How can you use dialogue to convey the experience?
- ✓ How and where can the use of descriptive language assist in conveying the experience?
- ✓ Are the descriptive details provided relevant?
- ✓ Does your conclusion reflect upon the resolution?

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.11–12.4

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

Academic Vocabulary/Cognates

- | | |
|----------------|-------------------|
| • flashbacks | |
| • development | |
| • organization | organización |
| • style | estilo |
| • audience | audiencia |
| • purpose | proposito |
| • evidence | evidencia/pruebas |
| • sequence | |
| • transitions | transiciones |
| • ideas | idea |
| • argument | argumento |
| • topic | tema |
| • narrative | narrativa |
| • events | eventos |
| • style | estilo |
| • tone | tono |
| • claim | reclamación |
| • counterclaim | |

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

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

W.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.11–12.5

Standard: 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 11-12.)

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- | | |
|-------------|--------------------|
| • Argument | argumento |
| • topic | tema |
| • narrative | narrativa |
| • evidence | evidencia /pruebas |
| • details | detalles |
| • purpose | propósito |

Teaching Notes and Strategies**Questions Stems**

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

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.11–12.6

Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

Essential Skills/Concept

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade)
- Link and cite sources
- Create shared writing products
- Display information flexibly and dynamically
- Respond to ongoing feedback and new information
- Access and use the Internet

Academic Vocabulary/Cognates

- software
- credible creíble
- multimedia multimedia
- format formato
- chart
- graph gráfico
- table

Teaching Notes and Strategies

Questions Stems

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What Internet links will you provide in your document?
- ✓ How do you correctly cite Internet links?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ What tools will you utilize in to order to display your information in a flexible and dynamic manner? How will your information be easily updated?
- ✓ How will you collect and respond to feedback and new information?
- ✓ Have you efficiently presented the relationships between information and ideas?

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.11–12.7

Standard: 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.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- inquiry
- narrow
- broaden
- synthesize sintetizar
- source
- organization organización
- format formato
- bibliography bibliografía
- citation page
- paraphrase parafrasear

Teaching Notes and Strategies

SBAC Claim # 4: Conduct Research

Questions Stems

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

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.11–12.8

Standard: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes. CA**

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

Essential Skills/Concept

- Gather print and digital information (research)
- Assess relevance and usefulness of information
- Assess credibility and accuracy of sources
- Utilize quotes
- Paraphrase correctly
- Cite sources/bibliography
- Provide footnotes and endnotes

Academic Vocabulary/Cognates

- | | |
|-------------------|--------------|
| • relevant | pertinente |
| • authoritative | autoritario |
| • digital sources | |
| • effective | efectivo |
| • assess | |
| • limitations | limitaciones |
| • purpose | proposito |
| • audience | audiencia |
| • integrate | integrar |
| • selective | selectivo |
| • plagiarism | plagio |
| • overreliance | |
| • citation | |
| • footnotes | |

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

SBAC Claim # 4: Conduct Research

Questions Stems

- ✓ How will you locate information from both print and digital sources?
- ✓ What search engines and terms will you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible and accurate?
- ✓ What conclusive information do you plan to include?
- ✓ Are your sources equally utilized (avoiding overreliance on any single source)?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ What footnotes and endnotes need to be included?

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.11–12.10

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 tasks, purposes, and audiences.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- | | |
|--------------------|----------------------|
| • purpose | propósito |
| • audience | audiencia |
| • evidence | evidencia/pruebas |
| • key points | puntos clave |
| • counterarguments | argumentos en contra |

Teaching Notes and Strategies**Questions Stems**

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

W.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.11–12.1

Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

- Know how to initiate a discussion
- Use appropriate structures to build on the ideas of others.
- Prepare for discussions by reading and referring to the researched material
- Use civil, democratic discussions when working with peers
- Set goals, deadlines and roles for the group
- Pose and respond to questions in a manner that is open-ended and will propel conversations forward
- Create a system for presenting multiple positions on a topic or issue
- Create an environment where creative and divergent thinking are promoted/encouraged
- Understand organizational patterns will help speech be coherent and logical
- Respond to diverse perspectives
- Evaluate the responses, and determine if additional information or research is required

Academic Vocabulary/Cognates

- collaborative discussion
- preparation preparación
- stimulate estimular
- civil civil
- democratic democratico/a (adj)
- peers
- propel
- pose and respond
- clarify clarificar
- verify verificar
- thoughtful sintetizar
- synthesize
- deepen
- investigation investigacion

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 reading or research will you do in order to prepare for the discussion?
- ✓ What evidence from your research does your group need to hear?
- ✓ What are your group norms for discussion?
- ✓ How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?
- ✓ How will your group come to consensus, take key votes, set goals and deadlines, and divide up roles for group members?
- ✓ What questions did your group create to help stimulate the discussion about the ideas to be discussed?
- ✓ Are you asking for clarification when there are details or evidence presented that you don’t understand?
- ✓ How will you make sure that everyone’s viewpoint is expressed during the discussion?
- ✓ When there are differences in opinion how will you respond and justify your own viewpoint or reasoning?
- ✓ What appropriate kinds of responses might you make that let the speaker know that you respect their opinion, but that you don’t agree with it?

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.11–12.2

Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

Essential Skills/Concept

- ❑ Gather information from multiple sources
- ❑ Integrate information from print and digital sources
- ❑ Evaluate the accuracy and credibility of sources
- ❑ Based on the accuracy/credibility of sources, make decisions and solve problems
- ❑ Understand diverse media formats (e.g., visually, quantitatively, and oral)

Academic Vocabulary/Cognates

- print
- digital digital
- credible creíble
- valid válido
- integrate integrar
- visually visualmente
- quantitatively cuantitativamente
- orally oralmente
- discrepancies
- data datos
- source

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 will be the topic of your presentation?
- ✓ How many sources will form the basis of the information you present?
- ✓ How will you integrate different forms of media: audio, text, animation, video, print
- ✓ How will you evaluate the accuracy/credibility of your sources?
- ✓ How will the information presented be used find a solution to a problem?
- ✓ What decisions were made as a result of the information presented? Was there a change in thinking?
- ✓ Did you note any discrepancies in your data? Did you look for additional source to resolve the discrepancy?

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.11–12.3

Standard: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

Essential Skills/Concept

- ❑ Identify the speaker’s point of view
- ❑ Evaluate the reasoning and use of evidence
- ❑ Identify the speaker’s stance (pro/con; support/oppose)
- ❑ Know what premises the speaker wants the listener to assume are true
- ❑ Understand the difference between evidence and rhetoric
- ❑ Evaluate how the speaker links ideas to support his point of view
- ❑ Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

Academic Vocabulary/Cognates

- | | |
|-----------------------|---------------------|
| • point of view | punto de vista |
| • reasoning | razonamiento |
| • evidence | evidencia / pruebas |
| • rhetoric | retórica |
| • stance | |
| • premises | |
| • links among ideas | |
| • word choice | |
| • points of emphasis | puntos de énfasis |
| • tone | tono |
| • appeal to authority | |
| • elements of speech | |

Teaching Notes and Strategies

SBAC Claim # 3: Employ Effective Speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Evaluate and explain the speaker’s point of view.
- ✓ Determine the speaker’s stance and analyze if the evidence supports the stance
- ✓ Was the speakers reasoning sound and logical?
- ✓ How did the speaker’s choice of words influence the perception of the soundness of the points being made?
- ✓ Was the speaker’s evidence credible?
- ✓ What rhetorical devices did the speaker use? Were they effective?
- ✓ Did the speaker appeal to emotion? Authority?
- ✓ Can you point out examples when the speaker tried to mislead his/her audience by using flawed reasoning?

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.11–12.4

Standard: Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. Plan and deliver a reflective that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA
- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotions or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) 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

- Present information, findings, and evidence clearly using
 - appropriate eye contact
 - adequate volume
 - clear pronunciation
- Plan and deliver a reflective presentation
 - explores a personal experience
 - uses sensory language
 - conveys a distinct perspective and line of reasoning
 - use appropriate narrative techniques
- Plan and present an argument
 - supports a claim with evidence
 - uses rhetorical devices
 - know a variety of syntactical structures use to link claims and evidence
 - know how to organize the presentation in a cohesive, logical manner

Academic Vocabulary/Cognates

- | | |
|-----------------------------|----------------------|
| • reflection | reflexionar |
| • findings | |
| • evidence | |
| • refute | refutar |
| • convey | |
| • distinct | distinto |
| • perspective | perspectivo/a (n) |
| • reasoning | razonamiento |
| • alternative | alternativo |
| • opposing perspective | |
| • organization | organizacion |
| • development | |
| • substance | |
| • style | estilo |
| • purpose | propósito |
| • audience | audiencia |
| • formal and informal tasks | |
| • order of importance | orden de importancia |
| • cause-and-effect | causa / efecto |

Teaching Notes and Strategies

SBAC Claim # 3: Employ Effective Speaking and listening skills

Questions Stems

- ✓ What is your presentations topic?
- ✓ In presenting your personal experience, how will you convey the impact of your experience?
- ✓ What evidence or events will you use in your presentation?
- ✓ Have you asked for feedback from a partner to determine if your style is appropriate for the message you are trying to convey?
- ✓ Can you follow the line of reasoning? Did you make any logic leaps that listeners won't be able to follow?
- ✓ Have you considered the use of dialogue, pacing, and rhetorical devices to impact your audience?
- ✓ Does your conclusion support the arguments you made and help provide cohesion to your presentation?
- ✓ Did you present your major findings and supporting evidence?
- ✓ Did you consider alternative or opposing perspectives? How did you address these perspectives?

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.11–12.5

Standard: 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.

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

Essential Skills/Concept

- ❑ Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
- ❑ Strategically use digital media to emphasize key points or findings
- ❑ Understand the effect of each element on your audience
- ❑ Use media to convey your reasoning and evidence used to support your point of view

Academic Vocabulary/Cognates

- | | |
|------------------------|------------------------|
| • textual elements | elementos textuales |
| • graphical elements | elementos gráficos |
| • audio elements | elementos de audio |
| • visual elements | elementos visuales |
| • interactive elements | elementos interactivos |
| • strategic | estratégico/a (adj.) |
| • formats | formatos |
| • digital | digital |
| • reasoning | razonamiento |
| • evidence | evidencia/pruebas |
| • integral | integral |
| • essential | esencial |

Teaching Notes and Strategies

SBAC Claim # 3: Employ Effective Speaking and listening skills

Questions Stems

- ✓ What digital media elements will you use in your presentation?
- ✓ How does this element enhance understanding?
- ✓ Where should you include this element?
- ✓ Would a different visual element be more effective?
- ✓ Does your media element emphasize your key points in your presentation?
- ✓ How does the use of media impact the audience and their view of your reasoning and evidence?
- ✓ What advantage does the use of digital media have over the use of print media in your presentation?

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.11–12.6

Standard: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

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

Essential Skills/Concept

- ☐ Identify the audience
- ☐ Identify context or situation
- ☐ Adapt speech delivery to audience and purpose
- ☐ Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- ☐ Understand the difference between formal and informal presentations
- ☐ Understand task (i.e.; persuade, to explain, to describe, or to entertain)

Academic Vocabulary/Cognates

- adapt adaptar
- context contexto
- situation situación
- audience audiencia
- task
- purpose propósito
- presenting formal English ingles formal

Teaching Notes and Strategies

SBAC Claim # 3: Employ Effective Speaking and listening skills

Questions Stems

- ✓ What is the context, or situation?
- ✓ Who is your audience?
- ✓ What is your task, or purpose?
- ✓ What adaptations will you make since you are presenting to _____?
- ✓ Is your language appropriate for the context and speaking task?
- ✓ Have you avoided slang or filler words?
- ✓ Is your language and word choice precise and engaging enough to keep the listeners interested?
- ✓ Are your sentences varied?
- ✓ Can you substitute proper names and specific nouns to avoid confusion?
- ✓ Can you vary the lengths of your sentences to vary pace and tempo?

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.11–12.1

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

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

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

Essential Skills/Concept

- Demonstrate a command of English grammar and diction
- Understand the difference between formal and informal register
- Use reference materials to resolve usage questions

Academic Vocabulary/Cognates

- | | |
|-----------------------|--------------------------|
| • conventions | convenciones |
| • standard English | estándar de inglés |
| • grammar | gramática |
| • usage | uso |
| • contest | |
| • reference materials | materiales de referencia |
| • usage handbook | |

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

- ✓ Is this sentence grammatically correct? How can it be improved?
- ✓ Has this convention changed over time? How does current usage differ from that of the past?
- ✓ What reference material might you consult when unsure of a complex usage issue?

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.11–12.2

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

- a. Observe hyphenation conventions.
- b. Spell correctly.

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

Essential Skills/Concept

- Understand and correctly use English conventions
- Understand when to use hyphenation
- Know the resources available with information on when to use hyphenation
- Know spelling conventions of standard English

Academic Vocabulary/Cognates

- prefix prefijo
- compound adjectives adjectives
 compuestos
- compound nouns nombres
 compuestos
- conventions convenciones
- standard English estándar de inglés
- hyphenation conventions

Teaching Notes and Strategies

SBAC Claim # 2: Write Effectively

Questions Stems

- ✓ When do you use a hyphen?
- ✓ Provide an example of the use of hyphenation after a prefix.
- ✓ Provide an example of the use of hyphenation in compound adjectives.
- ✓ Provide an example of the use of hyphenation in compound nouns.

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

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



L.11–12.3

Standard: 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. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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

- ☐ Identify the context and the appropriate language choice
- ☐ Understand how syntax creates and conveys meaning
- ☐ Apply knowledge of syntax to study of complex texts
- ☐ Consult reference materials for syntax guidance

Academic Vocabulary/Cognates

- | | |
|--------------------------|------------------------|
| • context | contexto |
| • style | estilo |
| • syntax | sintaxis |
| • references | referencias |
| • complex texts | textos complejos |
| • parts of speech | |
| • syntactical complexity | complejidad sintáctica |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What is the context of this piece? Is the style appropriate?
- ✓ Does the word choice clearly convey meaning? Give an example.
- ✓ How does the syntax assist in conveying meaning?
- ✓ How might you vary the syntax if writing in a different style?
- ✓ What reference materials might you consult for syntax guidance?

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.11-12.4

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**
- Consult general and specialized reference materials (e.g., **college-level dictionaries, rhyming dictionaries, bilingual dictionaries**, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **CA**
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Essential Skills/Concept

- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Identify word families and parts of speech
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words
- Verify word meaning

Academic Vocabulary/Cognates

- overall meaning
- inferred inferido/a (adj.)
- literal literal
- root word
- reference referencia
- context contexto
- phrase frase
- clue

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Based upon the use of the word in the sentence, what can you deduce the word _____ means?
- ✓ Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?
- ✓ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ✓ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- ✓ What is the origin of the word? Did it derive from another language?
- ✓ Has the meaning/use of the word _____ changed over time? How?
- ✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

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.

- 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.
- 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**
- 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**
- 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.11–12.5

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

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

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

Essential Skills/Concept

- ☐ Understand figurative language (simile, metaphor personification, hyperbole, paradox)
- ☐ Understand denotation and connotations

Academic Vocabulary/Cognates

- | | |
|----------------------|-------------|
| • figures of speech | |
| • denotations | denotación |
| • euphemism | eufemismo |
| • hyperbole | hiperbole |
| • word relationships | |
| • irony | ironia |
| • paradox | paradoja |
| • metaphors | metáfora |
| • alliteration | aliteración |
| • oxymoron | oximoron |
| • analyze | analizar |
| • similes | similes |
| • antithesis | antitesis |
| • paradox | |
| • nuances | |
| • hyperbole | hiperbole |
| • understatement | |

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?
- ✓ Identify the hyperbole. What do you think is the intended meaning? Why do you think the author emphasized this idea?
- ✓ Can you provide a more positive connotation for the expression?
- ✓ This sentence is written literally; how can you exaggerate your idea?
- ✓ Although very similar in meaning, how do the words slightly differ in meaning?
- ✓ What is the relationship between these words?
- ✓ What is the explicit/direct meaning of the word?
- ✓ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
- ✓ 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.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.11–12.6

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

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	Academic Vocabulary/Cognates	Teaching Notes and Strategies
<ul style="list-style-type: none"> ☐ Identify, understand, and use general academic terms ☐ Identify, understand, and use domain-specific terms ☐ Independently build vocabulary 	<ul style="list-style-type: none"> • acquire adquirir • academic académico • domain-specific dominio específico • comprehension comprensión • expression expression 	
<p>Questions Stems</p> <ul style="list-style-type: none"> ✓ What is the meaning for the term _____? ✓ How would you use the academic word _____ in a sentence? ✓ Can you give an example of how the word _____ is used in different subject areas? ✓ The word _____ is specific to what subject/domain? ✓ Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? ✓ What strategies do you use for identifying, understanding, and using high-utility academic words? 		

L.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.

