

RL.9–10.1

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

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

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

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

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11–12.1: 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.



RL.9–10.2

Standard: 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.

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

Essential Skills/Concept

- Determine theme or central idea
- Analyze theme /central idea development
- Make inferences
- Formulate an objective summary of the text
- Determine how the theme/central idea is refined

Academic Vocabulary/Cognates

- | | |
|----------------|--------------|
| • determine | determinar |
| • theme | tema |
| • central idea | idea central |
| • analyze | analizar |
| • objective | objetivo |
| • summarize | |
| • emerge | emerger |
| • refine | perfeccionar |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze in detail the theme* of relationships between mothers and daughters and how that *theme develops over the course of Amy Tan’s The Joy Luck Club*. Students search the text for *specific details* that show how the *theme emerges* and *how it is shaped and refined* over the course of the novel.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the theme or central idea?
- ✓ Cite evidence from the text to support your determination of the theme/central idea.
- ✓ Which detail or event first presented an indication of the theme?
- ✓ Identify additional details that shaped the theme or central passage.
- ✓ How can you objectively summarize the text?

RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.11–12.2: 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.



RL.9–10.3

Standard: 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.

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

Essential Skills/Concept

- Understand character traits or aspects.
- Identify multiple/conflicting character motivations
- Analyze character interactions
- Understand plot development
- Understand casual and complex relationship of dialogue and/or events on plot development.

Academic Vocabulary/Cognates

- | | |
|---------------------|-------------|
| • dialogue | diálogo |
| • incident | incidente |
| • propel | |
| • aspect | aspecto |
| • reveal | revelan |
| • provoke | provocar |
| • complex character | |
| • multiple | múltiples |
| • conflicting | conflicto |
| • motivation | motivación |
| • interact | interactual |
| • advance | avance |
| • theme | tema |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* how the *character* of Odysseus from Homer’s *Odyssey*—a “man of twists and turns”—reflects *conflicting motivations* through his *interactions with other characters* in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both *advance the plot* of Homer’s epic and *develop themes*.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What statement(s) or action(s) lead to a shift in advancement in the events of the story?
- ✓ What is revealed about the character by events or dialogue?
- ✓ What decision is provoked by _____ incident?
- ✓ Which character can be described as complex based on motivations?
- ✓ What are their motivations? Are they conflicting? Is so, how?
- ✓ How are the character motivations developed over the course of the text?
- ✓ Which interactions between characters contribute to the development of the theme?

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.11–12.3: 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



RL.9–10.4

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

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:

- Determine figurative meaning
- Determine connotative meaning
- Understand connotations
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify cumulative impact of word choice
- Determine formal vs. informal tone

Academic Vocabulary/Cognates

- figurative meaning
- connotative meaning
- impact impacto
- tone tono
- word choice
- analogies analogías
- allusions alusiones
- cumulative acumulado/a (adj.)
- evoke evocan
- formal formales
- informal informal

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What does the word/phrase _____ mean in this selection?
- ✓ The word/phrase is an example of _____.
- ✓ How does the author’s use of repetition of _____ impact the tone of the text?
- ✓ Which words or phrases specifically impact the meaning or tone?
- ✓ Is the text formal or informal in tone? Why?

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.)CA

RL.11–12.4: 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



RL.9–10.5

Standard: 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.

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

Essential Skills/Concept:

- ❑ Understand text structures and their forms
- ❑ Understand and analyze how text structure contributes to the meaning of a text.
- ❑ Understand parallel plots
- ❑ Recognize and understand time manipulation techniques
- ❑ Understand and distinguish between literary effects (e.g. mystery, tension, surprise)

Academic Vocabulary/Cognates

- | | |
|------------------|----------------------|
| • analyze | analizar |
| • text structure | estructura del texto |
| • contribute | contribuir |
| • compare | comparar |
| • contrast | contraste |
| • differ | difieren |
| • effect | efecto |
| • manipulative | manipulación |
| • tension | tensión |
| • parallel | paralelo |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze* how Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of *tension* and even *surprise* regarding the outcome of events at the Battle of Gettysburg through *pacing*, *ordering of events*, and the overarching *structure* of the novel.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ How does the structure of the text contribute to its meaning?
- ✓ How does the author order the events? What is the effect?
- ✓ Identify the devices used to manipulate time.
- ✓ How does the (structural element) create the effect of _____?

RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.

RL.11–12.5: 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.



RL.9–10.6

Standard: 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.

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

Essential Skills/Concept:

- ❑ Understand and identify point of view
- ❑ Identify the influence of cultural experiences on point of view
- ❑ Understand and explain the development of the narrator/ speaker’s point of view.
- ❑ Contrast the points of the character and the audience/reader.
- ❑ Determine the effect of differing points of view.
- ❑ Identify point of view

Academic Vocabulary/Cognates

- | | |
|-----------------|----------------|
| • point of view | punto de vista |
| • narrator | narrador(a) |
| • cultural | cultural |
| • dramatic | dramática |
| • effect | efecto |
| • develop | |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the origin of the piece of literature? How would you describe the culture?
- ✓ What values and beliefs motivate the main character?
- ✓ How are the customs and expectations in the work different from that of the reader?
- ✓ What point of view is presented?
- ✓ How does cultural influence or shape the point of view?
- ✓ How might the text/point of view differ in an another culture?

RL.8.6: Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense of humor.

RL.11–12.6: 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).



RL.9–10.7

Standard: 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*).

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

Essential Skills/Concept

- Analyze subject/key scene representation
- Compare & contrast representations
- Understand various types of artistic mediums

Academic Vocabulary/Cognates

- | | |
|-------------------|-----------------|
| • representation | representación |
| • artistic medium | medio artístico |
| • emphasize | enfaticar |
| • treatment | tratamiento |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze how* artistic *representations* of Ramses II (the pharaoh who reigned during the time of Moses) vary, basing their analysis on *what is emphasized or absent in different* treatments of the pharaoh in works of art (e.g., images in the British Museum) and in Percy Bysshe Shelley’s poem “Ozymandias.”

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the subject or key scene in each piece?
- ✓ How does the author depict the main character or scene?
- ✓ What are the contrasting views of the portrayal of the character or scene?
- ✓ What is emphasized? How? Why?
- ✓ What is absent in one portrayal?
- ✓ How do subjects or key scenes differ?
- ✓ Which do you prefer? Why?

RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.11–12.7: 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.)

RL.9–10.9

Standard: 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).

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 original themes or topics
- ❑ Identify transformed source material
- ❑ Analyze authors use of source material

Academic Vocabulary/Cognates

- source material
- transform transformar
- theme tema
- topic tópico

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze how* the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* draws on and *trans-forms* Shakespeare’s play *Macbeth* in order to develop a similar plot set in feudal Japan.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the theme or topic?
- ✓ What source material did the author use?
- ✓ How does the work build upon the original?
- ✓ How did the author treat the theme or topic?

RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.11–12.9: 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.



RL.9–10.10

Standard: 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.

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.
- Monitor comprehension

Academic Vocabulary/Cognates

- | | |
|-------------------|-----------------------|
| • text complexity | complejidad del texto |
| • independent | independiente |
| • proficient | competente |
| • comprehend | comprender |
| • genre | género |
| • fiction | ficción |
| • nonfiction | no ficción |

Teaching Notes and Strategies

Questions Stems

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

RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

RL.11–12.10: 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.



RI.9–10.1

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- | | |
|--------------------|-------------------|
| • cite | citar |
| • thoroughly | |
| • textual evidence | evidencia textual |
| • analysis | análisis |
| • explicit | explícita |
| • inference | inferencia |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is stated explicitly in the text?
- ✓ What inferences can you draw from specific textual evidence?
- ✓ What evidence leads you to this conclusion?
- ✓ What evidence is most supportive of your analysis?

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.1: 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.



RI.9–10.2

Standard: 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.

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

Essential Skills/Concept

- Determine the central idea
- Analyze development of central idea in text
- Identify the emergence and refinement of the central idea in a text
- Analyze the role of supporting ideas to the central idea
- Provide an objective summary

Academic Vocabulary/Cognates

- | | |
|----------------|--------------|
| • central idea | idea central |
| • analyze | analizar |
| • development | |
| • relationship | relación |
| • supporting | |
| • summary | |
| • emerge | emerger |
| • refine | perfeccionar |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the central idea?
- ✓ How is the central idea developed?
- ✓ What supporting ideas are included in the text?
- ✓ When does the central idea first emerge?
- ✓ How is the central idea refined throughout the course of the text?
- ✓ How can you objectively summarize the text?

RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.11–12.2: 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.



RI.9–10.3

Standard: 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.

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

Essential Skills/Concept

- Identify a series of ideas or events that are connected
- Analyze how the author presents the ideas or events (order and development)

Academic Vocabulary/Cognates

- | | |
|---------------|------------|
| • analyze | analizar |
| • analysis | análisis |
| • series | serie |
| • introduce | introducir |
| • develop | |
| • connections | conexiones |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *analyze how* Abraham Lincoln in his “Second Inaugural Address” *unfolds* his examination of the *ideas* that led to the Civil War, paying particular attention to *the order in which the points are made, how Lincoln introduces and develops* his points, *and the connections that are drawn between them*.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What analysis or series of ideas or events does the author provide?
- ✓ How were the ideas or events developed?
- ✓ How did the author connect the ideas and events?
- ✓ In what order are the points made? What effect does the order of points have?
- ✓ What connections did the author provide in his analysis?

RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.11–12.3: 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.



RI.9–10.4

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

Anchor: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

Essential Skills/Concept:

- ❑ Determine figurative, connotative, and technical meaning
- ❑ Understand cumulative impact of word choice
- ❑ Determine tone and meaning of text.

Academic Vocabulary/Cognates

- | | |
|-----------------------|------------|
| • phrases | frases |
| • figurative meaning | |
| • connotative meaning | |
| • analyze | analizar |
| • specific | específico |
| • impact | impacto |
| • meaning | |
| • tone | tono |
| • technical meaning | |

Teaching Notes and Strategies

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ Can you identify the use of figurative language in the text? What is the meaning? What effect does it have?
- ✓ Can you identify the use of connotation in the text? What is the meaning? What effect does it have?
- ✓ What technical meanings are required and used in text?
- ✓ What is the meaning of the text?
- ✓ What is the tone?
- ✓ Which words phrases and/or synonyms are used repeatedly and impact the tone?
- ✓ What techniques 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.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6) for additional expectations.) CA

RI.11–12.4: 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



RI.9–10.5

Standard: 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

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:

- Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter)
- Identify & comprehend text features (graphics, headers, captions)
- Understand structure & utility of workplace documents.

Academic Vocabulary/Cognates

- | | |
|----------------|---------------|
| • analyze | analizar |
| • claim | reclamo |
| • develop | |
| • refine | perfeccionar |
| • particular | en particular |
| • text feature | |
| • graphic | gráfico |
| • header | |
| • caption | |
| • functional | funcional |
| • document | documento |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter?
- ✓ How did this sentence/paragraph/portion of the text help develop the idea or claim?
- ✓ How did this sentence/paragraph/portion of the text help refine the idea or claim?
- ✓ What text features are provided and how they aid understanding of the key concept?
- ✓ What are the unique features found in a workplace document?

RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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

RI.11–12.5: 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



RI.9–10.6

Standard: 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.

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

Essential Skills/Concept

- ❑ Identify point of view in text
- ❑ Identify purpose of a text
- ❑ Understand, identify and analyze the use of rhetoric devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- ❑ Understand author’s purpose

Academic Vocabulary/Cognates

- | | |
|-----------------------|-------------------|
| • determine | determinar |
| • point of view | punto de vista |
| • purpose | propósito |
| • analyze | analizar |
| • rhetoric | retórica |
| • advance | avance |
| • repetition | repetición |
| • parallelism | paralelismo |
| • slogan | slogan |
| • rhetorical question | pregunta retórica |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position.

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the point of view in this text? How do you know?
- ✓ What is the purpose of this text?
- ✓ How and where does the author skillfully use language (rhetoric)?
- ✓ How does the use of rhetoric advance either the point of view or purpose of the piece?
- ✓ What type of rhetorical device was used?

RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.11–12.6: 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.



RI.9–10.7

Standard: 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.

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

Essential Skills/Concept

- ❑ Understand the differences in various mediums (print, video, multimedia).
- ❑ Compare the presentation of a subject in one or more mediums.
- ❑ Evaluate the effectiveness of using different mediums.
- ❑ Determine which details are emphasized in each account (medium).

Academic Vocabulary/Cognates

- | | |
|--------------|------------|
| • various | varios |
| • account | |
| • medium | medio |
| • multimedia | multimedia |
| • determine | determinar |
| • detail | detalle |
| • emphasize | enfatar |

Teaching Notes and Strategies

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What mediums are used to present the subject?
- ✓ Which details are emphasized in the different mediums?
- ✓ What details are absent from the different mediums?
- ✓ What was the message or attitude from each of the mediums? Did they share the same message?
- ✓ Did you find connections between the mediums?
- ✓ How does the use of a certain medium affect the account?

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.11–12.7: 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.



RI.9–10.8

Standard: 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.

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 evidence.

Essential Skills/Concept

- Outline or trace the arguments and claims in text.
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Identify false or misleading reasoning (fallacious reasoning)
- Identify factual evidence

Academic Vocabulary/Cognates

- | | |
|--------------|--------------|
| • delineate | delinear |
| • evaluate | evaluar |
| • argument | argumento |
| • specific | especifico |
| • claim | demanda |
| • text | texto |
| • assess | evaluar |
| • reasoning | razonamiento |
| • valid | válido |
| • evidence | evidencia |
| • relevant | relevante |
| • sufficient | suficiente |
| • false | falso |
| • fallacious | |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students *evaluate* the *argument and specific claims* about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” *assessing the relevance and sufficiency of the evidence and the validity of his reasoning.*

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What argument is presented?
- ✓ What claims support the argument?
- ✓ What evidence is presented?
- ✓ Is the reasoning presented logical?
- ✓ Is the evidence relevant to the argument? Why or why not?
- ✓ Is the evidence fallacious or factual?
- ✓ Is enough evidence presented to support the argument?
- ✓ Is all of the evidence true?
- ✓ Which statements are misleading?

RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.11–12.8: 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).



RI.9–10.9

Standard: 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.

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

Essential Skills/Concept

- ❑ Understand and identify U.S. seminal texts
- ❑ Identify and compare themes and concepts from multiple texts
- ❑ Identify logical and emotional appeals

Academic Vocabulary/Cognates

- | | |
|----------------|-------------|
| • analyze | analizar |
| • seminal | seminal |
| • document | documento |
| • significance | importancia |
| • theme | tema |
| • concept | concepto |

Teaching Notes and Strategies

Appendix B Sample Performance Task: Students compare George Washington’s Farewell Address to other foreign policy statements, such as the Monroe Doctrine, and *analyze* how both texts *address similar themes and concepts* regarding “entangling alliances.”

SBAC Claim # 1: Read Close and Critically

Questions Stems

- ✓ What is the significance of this text?
- ✓ How did this text shape the future?
- ✓ What theme/concept is presented in each of the texts?
- ✓ How is the topic treated in a similar/different fashion?
- ✓ What is the context of the text? How does the context influence the theme/concept?

RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.11–12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.



RI.9–10.10

Standard: 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.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- text complexity
- independent independiente
- proficient/competent competente
- comprehend comprender
- genre género
- literature literatura
- skimming rozando
- summarize

Teaching Notes and Strategies

Questions Stems

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

RI.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

RI.11–12.10: 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.



W.9–10.1

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

- Introduce precise 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.

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
- 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
- Analyze and address audience considerations
- Determine relevance of evidence
- Utilize credible sources
- 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

- audience audiencia
- subjective objective
- subjective argument argumento subjetivo
- claim reclamo
- evidence evidencia
- formal language lenguaje formal
- informal language lenguaje informal
- logical arrangement

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

See Appendix C: True Meaning of Friendship * (9th)] pages 57 - 59

See Appendix C: School Bond (10th) pages 65 -67

Questions Stems

- ✓ How can you clearly introduce your claim?
- ✓ What evidence best supports your claim?
- ✓ Is the evidence relevant? Are your sources credible?
- ✓ What counterclaims can be made? Have you addressed them fairly?
- ✓ What considerations should be addressed regarding the audience’s knowledge /concerns 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.8.1 : Write arguments to support claims with clear reasons and relevant evidence.

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

W.11–12.1: 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**



W.9–10.2

Standard: 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).

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
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

Academic Vocabulary/Cognates

- | | |
|----------------------|-------------------|
| • effective | efectivo/a |
| • distinction | distinción |
| • objective | objetivo |
| • subjective | subjetiva |
| • implication | implicación |
| • significance | significado |
| • formal style | estilo formal |
| • objective tone | tono objetivo |
| • logical conclusion | conclusión lógica |
| • transitional words | |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

See Appendix C: Lives on Mango / Rides the Waves * (9th) pages 60 - 64

See Appendix C: Animal Farm* (10th) pages 68 - 69

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?
- ✓ 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.8.2: Write informative/ explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

- Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.11–12.2: 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 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).



W.9–10.3

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, 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.

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

- | | |
|---------------------------|------------------------------|
| • conflict | conflicto |
| • multiple points of view | puntos de vista múltiples |
| • foreshadow | |
| • flashback | |
| • character reflection | |
| • descriptive language | language descriptivo |
| • main conflict | conflicto principal |
| • person vs. person | persona contra persona |
| • person vs. nature | persona contra la naturaleza |
| • person vs. himself | |

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

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

W.11–12.3: 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 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.



W.9–10.4

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

- | | |
|--------------------------|---------------------------|
| • audience | audiencia |
| • purpose for writing | proposito de la escritura |
| • organizational pattern | patrón de organización |
| • evidence | evidencia |
| • details | detalles |
| • information | información |
| • task | |
| • purpose | propósito |
| • sensory details | detalles sensoriales |

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.8.4: 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 and defined in standards 1-3 above.)

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



W.9–10.5

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 9-10.)

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

- | | |
|---------------|-------------------|
| • develop | |
| • argument | argumento |
| • topic | |
| • narrative | narración |
| • information | información |
| • evidence | evidencia/pruebas |
| • revise | revisar |
| • edit | editar |
| • 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 help editing?
- ✓ Does your writing meet the needs of your audience?
- ✓ Does your writing achieve your purpose?

W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 8.)

W.11–12.5: 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 11-12.)

W.9–10.6

Standard: 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

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
- Access and use the Internet

Academic Vocabulary/Cognates

- software software
- information información
- links
- credible creíbles
- display
- disseminate disiminar
- multimedia multimedia
- format formato

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?
- ✓ Have you efficiently presented the relationships between information and ideas?

W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.11–12.6: 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.



W.9–10.7

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 multiple sources
- Refocus inquiry/generate additional questions when appropriate
- Know how to broaden or narrow an inquiry
- Synthesize and summarize information
- Cite a variety of sources

Academic Vocabulary/Cognates

- sources
- information información
- inquiry investigación
- narrow inquiry
- broad inquiry
- 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 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?
- ✓ Does your inquiry need to be more narrow/broad as a result of your investigation?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry? What new understanding of the subject do you have?

W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.11–12.7: 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.9–10.8

Standard: 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**

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

- | | |
|------------------------|------------------------------------|
| • thesis | tesis |
| • audience | audiencia |
| • source | |
| • credible source | |
| • non credible source | |
| • citation page | |
| • bibliography | bibliografía |
| • paraphrase | parafrasear |
| • direct quote | |
| • text structure | estructura de texto |
| • chronological order | orden cronológico |
| • order of importance | orden de importancia |
| • compare and contrast | comparar y contrastar |
| • multi-media visuals | muti-medios de comunicación visual |

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?
- ✓ How will you paraphrase the information?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ What footnotes and endnotes need to be included?

W.8.8: Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.11–12.8: 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**

W.9–10.9

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

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

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

Essential Skills/Concept

- Analyze literary or informational texts
- Assess soundness of reasoning and relevance of evidence
- Utilize evidence to support analysis/research
- Recognize and understand organizational structures

Academic Vocabulary/Cognates

- | | |
|--------------|-----------|
| • evidence | evidencia |
| • claim | reclamo |
| • position | posición |
| • valid | válido |
| • validity | validez |
| • fallacious | |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

SBAC Claim # 4: Conduct Research

Questions Stems

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

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.11–12.9: Draw evidence from literary or informational text to support analysis, reflection, and research.

- a. Apply *grades 11-12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses]”).

W.9–10.10

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

W.11–12.10: 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.9–10.1

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

- 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.
- 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.
- 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.
- 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.

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

Academic Vocabulary/Cognates

Teaching Notes and Strategies

- Prepare for discussion by reading and researching topic
- Make reference to the evidence discovered during reading and researching
- During group discussions come to consensus, make decisions, set goals and define individual roles
- Pose questions designed to move the discussion forward
- Include everyone in the discussion and build on their ideas as well as challenging them
- Consider & respond to diverse perspectives
- Justify your views and make new connections if necessary when presented with new evidence.

- | | |
|-----------------|-------------|
| • Preparation | preparacióm |
| • stimulate | stimular |
| • thoughtful | |
| • well-reasoned | |
| • collegial | colegial |
| • consensus | consenso |
| • propel | |
| • incorporate | incorporar |
| • clarify | aclarar |
| • verify | verificar |
| • peers | compañeros |
| • challenge | |
| • diverse | diverso |
| • perspective | perspectiva |

SBAC Claim # 3: Employ effective speaking and listening skills

SBAC Claim # 5: Use oral and written language skillfully

Questions Stems

- ✓ What preparations have you done in order to fully participate in the discussion?
- ✓ What key evidence will you point to during the discussion?
- ✓ What will be your group norms for discussion?
- ✓ How will your group come to consensus, take key votes, set goals and deadlines and appoint roles for group members?
- ✓ What questions did your group create to help stimulate the ideas that were presented?
- ✓ How will you make sure that everyone’s viewpoint is expressed during the discussion?
- ✓ When there are differences of opinion how will you respond and justify your own viewpoint or reasoning?

SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

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

SL.11–12.1: 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.

- 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.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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.



SL.9–10.2

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

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

Essential Skills/Concept

- ❑ Present information using a variety of media or formats
- ❑ Integrate multiple sources of information including visual, quantitative and oral
- ❑ Evaluate the credibility of each source
- ❑ Evaluate the accuracy of each source

Academic Vocabulary/Cognates

- | | |
|----------------|--------------|
| • integrate | integrado |
| • diverse | diverso |
| • media | medios |
| • format | formato |
| • visual | visual |
| • quantitative | cuantitativa |
| • oral | oral |
| • evaluate | evaluar |
| • credibility | credibilidad |
| • accuracy | precisión |
| • source | fuelle |

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 will you incorporate different forms of media; audio, graphic, digital, and print
- ✓ Is the source of information credible or accurate? How do you know?
- ✓ Have you gathered enough information to make your presentation credible?
- ✓ How will you let your audience know that your sources are accurate?
- ✓ How will your oral presentation give integrity to the media sources?

SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.11–12.2: 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.



SL.9–10.3

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

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

Essential Skills/Concept

- ❑ Identify the speakers point of view
- ❑ Determine if the speaker’s reasoning is sound
- ❑ Know rhetorical devices (i.e.; parallelism, restatement, analogy)
- ❑ Identify faulty logic, or reasoning based on misleading statements
- ❑ Identify distorted or exaggerated evidence

Academic Vocabulary/Cognates

- point of view punto de vista
- credible creíbles
- evidence evidencia/pruebas
- exaggeration exageración
- distorted distorsionado/a (adj.)
- reasoning razonamiento
- rhetorical devices
- parallelism paralelismo
- restatement actualización
- analogy analogía

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 is the speaker’s point of view and was it supported with strong evidence?
- ✓ Was the speaker’s reasoning sound and logical?
- ✓ Was the speaker’s evidence credible and believable?
- ✓ Was the evidence exaggerated or distorted?
- ✓ What type of reasoning does the speaker use?
- ✓ What rhetorical devices did the speaker use?
- ✓ Can you point out examples when the speaker tried to mislead his audience by using flawed reasoning?

SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.11–12.3: 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.



SL.9–10.4

Standard: 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) CA**
- 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) 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 clearly, concisely, and logically
 - Use correct eye contact
 - Adequate volume
 - Clear pronunciation
- Present evidence in support of a thesis
- Draw information from primary and secondary sources and provide a conclusion
- Present a recitation
 - Convey the meaning
 - Include appropriate performance techniques
- Organize speech logically

Academic Vocabulary/Cognates

- eye contact
- volume volumen
- pronunciations pronunciaciones
- substance
- style estilo
- informative/explanatory informative/explicativa
- primary source
- secondary source
- recitation recitación
- dramatic soliloquy soliloquio dramático
- performance techniques

Teaching Notes and Strategies

SBAC Claim # 3: Employ effective speaking and listening skills

Questions Stems

- ✓ What is your presentation's thesis?
- ✓ What sources will you use?
- ✓ Is there a balance between primary and secondary sources?
- ✓ Is there sufficient evidence so that listeners can follow your line of reasoning?
- ✓ How will you select your piece to recite?
- ✓ Did you rehearse with a partner and get feedback?
- ✓ Are your performance techniques going to get the results you want?
- ✓ Is the volume appropriate so that the audience can hear you?
- ✓ Are you enunciating clearly and making appropriate eye contact?

SL.8.4: Present claims and findings (e.g., **argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation. CA

- a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.**

SL.11–12.4: 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**



SL.9-10.5

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 elements)
- ❑ 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

- | | |
|-----------------------|---------------------|
| • strategic | estratégicas |
| • digital media | medios digitales |
| • textual element | elemento textual |
| • graphical element | elemento gráfico |
| • audio element | elemento de audio |
| • visual element | elemento visual |
| • interactive element | element interactive |
| • enhance | |

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

SL.11–12.5: 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.9–10.6

Standard: 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.)

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

Essential Skills/Concept

- Identify 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

- | | |
|----------------|--------------|
| • context | contexto |
| • situation | situación |
| • audience | audiencia |
| • task | tarea |
| • purpose | propósito |
| • presenting | presentación |
| • slang | |
| • filler words | |
| • pace | |
| • tempo | tempo |

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.8.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

SL.11–12.6: 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.)



L.9–10.1

Standard: 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.

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

Essential Skills/Concept

- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses)
- Understand the differences between a phrase and a clause
- Identify and use various types of phrases
- Identify and use various types of clauses
- Know various sentence variety patterns
- Understand how sentence variety (use of clauses and phrases) affects meaning and interest

Academic Vocabulary/Cognates

- | | |
|------------------------|-----------------------|
| • parallelism | paralelismo |
| • grammatical patterns | patrones gramaticales |
| • phrases | frases |
| • clauses | cláusulas |
| • prepositional | preposicional |
| • appositive | aposición |
| • infinitive | infinitivo |
| • participial | participio |
| • gerund | gerundio |
| • main clause | clausa principal |
| • subordinate clause | clausa subordinada |
| • adjective clause | cláusula de adjetivo |
| • adverbial clause | cláusula adverbial |

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ Identify the grammatical pattern in this sentence? Is the structure parallel? What should be changed?
- ✓ Does this sentence contain the same type of phrases to make the sentence parallel?
- ✓ What are the clauses in this sentence? Are they correctly used /punctuated?
- ✓ How could this sentence be written improve interest and better convey meaning?
- ✓ What would you change, if you wanted to include a gerund, preposition, appositive, infinitive, or participial phrase in this sentence?

L.8.1 : Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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

L.11–12.1: 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.



L.9–10.2

Standard: 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.

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

Essential Skills/Concept

- Understand and correctly use English conventions
- Correctly use semicolons
- Correctly use colons
- Understand and correctly use/punctuate multiple independent clauses
- Identify and use conjunctive adverbs (i.e. consequently, therefore, however, nevertheless, meanwhile, in the meantime, furthermore, moreover, for example, for instance)
- Know standard English spelling conventions

Academic Vocabulary/Cognates

- subordinate clause subordinada
- comma coma
- main (principal) clause cláusula principal
- semicolon
- appositive apositivo
- colon
- salutation saludo
- direct quotation
- independent clause cláusula independiente
- conjunctive adverbs adverbios conjuntivos
- suffix sufijo

Teaching Notes and Strategies

SBAC Claim # 2: Write effectively

Questions Stems

- ✓ Can you identify the main clause and the subordinate clause in this sentence? Where will you put the comma? Why here?
- ✓ Identify the two main clauses in the sentences, what punctuation will you put between the two clauses? Why?
- ✓ When should you use a common and when should you use a semicolon?
- ✓ How would you correctly use a conjunctive adverb to link the two independent clauses?
- ✓ When should a colon be used?
- ✓ What is the correct punctuation for your salutation of this business letter?
- ✓ If you are quoting from another piece of literature with your own introduction – where will you put the colon?

L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.11–12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.9–10.3

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. 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.

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
- Identify and have knowledge of various style guidelines
- Consult reference materials (style manuals) for guidelines appropriate to the discipline
- Know standard English grammar, punctuation, and capitalization
- Know standard format for citing reference sources in a bibliography or Works Cited page

Academic Vocabulary/Cognates

- | | |
|------------------|----------------|
| • Style | estilo |
| • Manual | manual |
| • italics | |
| • titles | títulos |
| • quotation mark | |
| • capitalization | capitalización |
| • articles | artículos |
| • bibliography | bibliografía |
| • works cited | |

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.
- ✓ What writing style will you use? How does it differ from another style you've used before? What manual will you consult for guidance?

L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

L.11–12.3: 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. 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.



L.9–10.4

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

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

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- context clues
- restatement
- definition definición
- prefix prefijo
- suffix sufijo
- root word
- dictionary diccionario
- thesaurus tesauo

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

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

L.11–12.4: 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.

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



L.9–10.5

Standard: 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.

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

Essential Skills/Concept

- ☐ Understand figurative language (simile, metaphor personification, euphemism, oxymoron)
- ☐ Understand denotation and connotations

Academic Vocabulary/Cognates

- | | |
|-------------------|-----------------|
| • simile | símil |
| • metaphor | metáfora |
| • personification | personificación |
| • symbol | símbolo |
| • paradox | paradoja |
| • oxymoron | oximoron |
| • euphemism | eufemismos |
| • denotation | denotación |
| • connotation | connotación |
| • nuances | |

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?
- ✓ Can you think of an euphemism that offers a more positive connotation for the expression?
- ✓ This sentence is written literally; how can you change it to an analogy to convey 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.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.11–12.5: 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.



L.9–10.6

Standard: 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.

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

Essential Skills/Concept

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

Academic Vocabulary/Cognates

- | | |
|-------------------|--------------------|
| • acquire | adquirir |
| • academic | académico |
| • domain-specific | dominio específico |
| • comprehension | comprensión |
| • expression | expression |

Teaching Notes and Strategies

Questions Stems

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

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

L.11–12.6: 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.

