Informational Text:
Reading for Inquiry and Writing a Report

English Language Arts and Literacy, Grade 2

This is the second unit in the series. The focus of this unit is on reading and comprehending informational text and writing an informational report. Second-grade students read and listen to multiple texts and deconstruct them with the teacher in order to understand how informational text is organized. Next, after listening to and reading multiple texts, students co-construct a report with the teacher. Finally, students individually read at least two books on a topic, take notes, organize the notes, and construct a report. They add at least one text feature to it and then read it to their kindergarten buddies. A copy is made of each report and given to the kindergarten class for their classroom library.

These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.

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Stage 1 –Desired Results

ESTABLISHED GOALS **G**

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 *topic or subject area*.
CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the second- to third-grade text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.6 Produce complete

Transfer

Students will be able to independently use their learning to… **T**

T1. Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
T2. Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
T3. Communicate ideas effectively in writing to suit a particular audience and purpose.

Meaning

UNDERSTANDINGS **U**

Students will understand that…

U1. Readers read informational text in order to gain information about a topic.
U2. Fiction and informational text are written for different purposes and organized differently; we therefore read them differently.
U3. Authors organize text using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to help readers to find answers to questions.
U4. Readers ask questions when reading to clarify and elaborate understanding.
U5. Discussing text with peers and teachers deepens comprehension and understanding.
U6. Writing about reading enhances comprehension.

ESSENTIAL QUESTIONS **Q**

Q1. Why and how do we read informational text?
Q2. Why do authors of informational text use text features?
Q3. How does asking questions help readers to understand text?
Q4. Why do readers talk about what they have read?
Q5. Why and how do readers write about what they have read?

Acquisition

Students will know… **K**

K1. Whether a book is fiction or

Students will be skilled at… **S**

S1. Determining if a book is informational

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sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	informational text by looking through it. K2. Types of text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). K3. Reasons for authors using text features. K4. Informational text can be read in any order based on where information is located and a reader's purpose for reading. K5. Organization of a report into a general statement(s) and key details.	text and explaining their reasons why. S2. Asking and answering questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of text. S3. Asking questions for clarification while reading informational text. S4. Using text features to locate information. S6. Writing down facts while reading. S7. Writing a general statement about a topic. S8. Organizing information into categories and including key details. S9. Focusing writing on a topic and revising and editing with guidance and support from the teacher.

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence

The report needs to include:
• A title and author
• A general statement about the topic
• Key details that include:
  ○ What the animal looks like
  ○ Where it lives
  ○ What it eats
  ○ At least three interesting facts about
	CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT
	
	Performance Task: Students write a report about an animal after reading; they use their notes from two to three books. The report will include a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. Students will include at least one text feature that will make their report clearer. Finally, students read their report to their kindergarten buddy.
	Goal: Second graders will write a report on that animal; the report will go in the

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it
• A conclusion
• Accurate facts and information
• Vocabulary that you learned from reading about that animal in the text
• Correct sentence structure, grammar, usage, and mechanics
• At least one text feature to make the report clearer
 	
Students need to read to kindergarten buddy in a clear, audible voice.
	kindergarten library.
	Audience: Their audience is their kindergarten buddy and the rest of the kindergarten class.
	Standards Assessed (see CEPA rubric):
	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
	CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
	CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
	Directions: Students will:
	• Choose two-three books about an animal from the teacher-selected books.
	• Read books.
	• Write facts about the animal.
	• Organize the facts into categories. Be sure to include:
	  ○ What the animal looks like
	  ○ Where it lives
	  ○ What it eats
	  ○ At least three interesting facts about it
	• Write a general statement about the animal to begin the report.
	• Include the key details in each category.
	• Write a conclusion.
	• Use vocabulary specific to the animal from the texts read.
	• Make a cover and include a title and author.
	• Include at least one text feature to make the report clearer.

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	• Read the report to their kindergarten buddy in a clear, audible voice.
	OTHER EVIDENCE: **OE** OE1. Partner, small-group, and large-group discussions OE2. Notes taken on reading throughout the unit (Responses to Reading)

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Lessons 1–4: Deconstructing Text

Lesson 1: Introduction to the unit and discussion of the Essential Questions. Small groups of students work together to examine a pile of books and sort them into fiction and informational texts.

Lesson 2: Students work in groups to determine characteristics of fiction and informational texts and to complete a Venn diagram listing similarities and differences of fiction and informational text.

Lessons 3, 4: In small groups, students peruse informational texts and discover text features (such as the table of contents, headings, subheadings, captions, bold print, glossary, index, graphs/charts, etc.) of informational text. Students learn the purpose of each of the text features.

Lessons 5–9: Co-constructing Text

Lesson 5: Students learn how to ask questions before, during, and after reading when reading informational text. They ask questions in order to find information or clarify what they are reading.

Lesson 6: Students learn that there are two parts to a report: general information about a topic and detailed information. They begin learning how to construct a report and discuss what should be included in a report on animals.

Lessons 7–9: The class uses the facts they have collected on frogs over the past six or seven days and organizes them to write a class report on frogs. They decide on text features that are needed for their report.

Lessons 10–13: Constructing Text

Lesson 10: Students read self-selected books and take notes on the information.

Lesson 11: Students continue to read and take notes and begin organizing the facts into categories and sequencing those categories.

Lesson 12: Students write a report about their animal, which includes a general statement, key details, a conclusion, vocabulary from the text, and at least one text feature.

Lesson 13: Students read these reports to their kindergarten buddy and place them in the kindergarten classroom library.

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General Resources and Notes

This unit is written to provide students with:

- An understanding of the characteristics of informational text
- An understanding of how we read informational text differently than fiction
- An understanding of how questions provide a purpose for reading
- An understanding of how informational text is organized
- A framework for writing a report

Throughout the unit:

- In each lesson, reinforce the idea that informational text does not have to be read starting with the first page, but with pages that address a reader's questions. Make sure students use the text features to aid comprehension.
- Support English language learners: You may need to work individually or in small groups before or after the lesson with ELL students to clarify unfamiliar vocabulary and concepts in their text. Emphasize the use of visual text features to support word knowledge and comprehension.

Preparation:

- Collect a wide variety of informational texts on animals to meet the reading levels and interests of students in the class.
- Enlist the support of the school librarian in determining informational text appropriate for beginning second grade. Students will be reading a self-selected informational text at the "just right" level to read when their work is finished.
- Enlist the support of parent volunteers during the second week of the unit to type the class report and individual reports.
- Give students time to choose a self-selected informational text book to read when their work is finished.
- Meet with specialists (ELL, special education, reading) to discuss the unit and how they can support their students in the classroom and in their small groups.
- Write the Essential Questions for the unit on chart paper; put one question at the top of each sheet so that you can record students' responses periodically.
- Group students heterogeneously for before reading and after reading and homogeneously for reading and responding. Identify students who can read by themselves, students who can read with a partner, and students who need the support of the teacher. This list may be revised as you learn more about your students and their ability to read informational text.
- Assign each student a partner to work with for the unit. Partners should be reading on a similar level.

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- Pair two sets of partners to form a heterogeneous group of four students to work with for the unit.
- Collect and organize all texts for whole-class and small-group reading.
- Make sure that students have a Reading Response Journal (RRJ) for written responses/reflections on reading. These may be commercially produced notebooks or teacher-made with stapled pages for responding to each day's reading.
- Have chart paper available to record student responses in whole-class discussions.
- Collect various videos and DVDs:
  - Metamorphosis: Change of Plans: http://mass.pbslearningmedia.org/resource/tdc02.sci.life.cyc.metamorph/metamorphosis-change-of-plans/
  - Amphibians: http://mass.pbslearningmedia.org/resource/idptv11.sci.life.oate.d4kamp/amphibians/

Specific accommodations for students needing extra support:
- Make sure students who need extra support read in a group with the teacher or a more capable peer.
- When reading grade-appropriate texts, the teacher may need to read chorally or echo read with students.

Specific accommodations for English language learners:
- Make sure students understand vocabulary—such as "table of contents" and "text features"—and what each word means separately and what they refer to as a phrase.
- Students may need more understanding of fiction vs. informational text and a Venn diagram.

Specific accommodations for advanced students:
- Begin a project on researching a topic of their choice. They can read several books about a topic and find out as much information as possible. These books can come from the classroom library or the school library or students can bring them in from home. Students write a report about that topic, which can be published for the class library. When they are finished, they can present their report to the class.

Time: Lessons are designed for approximately 60 minutes. This will allow you time to include additional reading and writing instruction required by the district (basal anthologies, phonics, guided reading, writing workshop, etc.) for the remainder of the literacy block.

Reading Response Formats: Both oral and written response to reading enhances students' understanding and connections to the stories they are reading. Consider a variety of oral response formats that will allow all students to participate in discussion, to share their ideas, and to listen to the ideas of others. Whatever the format, students should be provided with a common question or topic that will prompt and focus their thinking. Possible formats for this unit are:

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- Whole-class discussion – Students respond in a whole-class discussion to a teacher- or student-posed question. This may be used to initiate a discussion or to summarize what was learned. It is limited to only those students who offer to share their ideas.
- Turn and Talk – In this format, students in a whole-class meeting work with a partner to discuss their ideas and questions related to a question or topic. Since each partner group will participate, all students in the class will participate in the discussions.
- Think/Pair/Share – This format encourages students to think for a brief time before they share with a partner. After discussing their ideas with a partner, they share them with a small group or the whole class. This format also allows for all students to participate.
- Reading Response Journals (RRJ) – The RRJ is useful in providing students with an opportunity to express their ideas about their reading in writing. Students respond to their thinking on a variety of levels. They may write in response to a teacher-posed question or to a question they have generated themselves or in a group about a topic or story. They may use this journal to record facts while they read. All types of written responses are included in the RRJ.

Key Terms

- **Informational/expository text.** Text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject to someone presumed to be less so) and having particular text features to accomplish this purpose. (Nell Duke, http://www.earlychildhoodconnections.com/documents/InformationBooks.pdf)
- **Main idea.** In informational or expository writing, the most important thought or overall position. The main idea or thesis or a piece, written in sentence forms, is supported by details and explanation. (Massachusetts curriculum Framework for English Language Arts and Literacy, p. 98)

Teacher Resources:
Two excellent resources will support planning and instruction of lessons:
- *Nonfiction Matters,* by Stephanie Harvey
- *Is That a Fact?,* by Tony Stead

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Informational Text: Reading for Inquiry and Writing a Report
English Language Arts and Literacy, Grade 2
Lessons 1, 2, 3, and 4

Brief Overview of Lessons: Introduction to the unit and discussion of the Essential Questions. Students learn the organization (table of contents, headings, subheadings, captions, bold print, glossary, index, graphs/charts, etc.) of informational text. Given various books, groups of students determine if a book is fiction or informational text and use a Venn diagram to compare fiction to informational text. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:

- Ability to work with a small group of peers
- Ability to read a book independently when work is completed
- Ability to read with a partner

Estimated Time: 60 minutes for each lesson

Instructional Model: Each lesson is structured around before, during, and after reading**.** Before reading, the teacher provides a whole-class mini-lesson on daily topics and students discuss their reading from the previous day. Following the mini-lessons, students read the text in their small groups to apply their learning. The teacher meets with one to two groups each day to provide support and guidance in reading and comprehending the text. After reading, they respond

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orally and/or in writing to a comprehension question in their small groups, with a partner, or in a whole-class meeting. The lessons conclude with a whole-class review of what they learned and a preview of what they will do the next day.

In Lessons 1–4, students read a whole-class text that is at a second-grade readability level**.** To ensure that all students have equal access to the text, a flexible grouping model is used, where students read the text in small, homogeneous groups with varying levels of teacher support as needed. In the remaining lessons of the unit, students read text at their instructional or independent level.

Resources for Lessons

Books

Student texts:

- 10–15 books (fiction and informational text) for each group of four students (from the classroom or school library)
- Class set: *National Geographic Readers: Frogs*!, by Elizabeth Carney
- A collection of informational texts at various reading levels for independent reading

Teacher texts for read-alouds (one copy each):

- *Frog and Toad,* by Arnold Lobel
- *Face to Face with Frogs,* by Mark Moffett

Materials

Reading Response Journal (RRJ) for each student
Large Venn diagram on chart paper for class use (Fiction and Informational Text)
Venn diagrams for partners (half a class set) on 8 x 11 paper (Fiction and Informational Text)
Two-column chart on chart paper: Text Feature/What is the purpose?

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Content Area/Course: English Language Arts and Literacy, Grade 2
Unit: Informational Text: Reading for Inquiry and Writing a Report
Time (minutes): 60 minutes
Lessons 1–4: Deconstructing Text

By the end of these lessons, students will know and be able to:

- Determine if a book is fiction or informational text by looking at it
- Tell how fiction and informational text are the same and how they are different
- Tell the purpose of the table of contents, headings, subheadings, captions, various types of print (bold, italics, colored, underlined), glossaries, and diagrams
- Tell what is included in a good report and refer to the chart in the room as a resource while they are writing

Essential Questions addressed in these lessons

Q1. Why and how do we read informational text?
Q2. Why do authors of informational text use text features?
Q3. How does asking questions help readers understand text?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Instructional Tips/Strategies/Notes for Teacher

- Write the Essential Questions for the unit on chart paper, one question on each sheet, for reference throughout the unit.
- Assign each student a partner to work with for the unit. Partners should be reading on a similar level.
- Pair two sets of partners to form a heterogeneous group of four students to work with for the unit.
- Have students work with peers in small groups and with partners to support their reading.
- Collect 10–15 books (fiction and informational text) for each group of four students.
- For ELLs and students with disabilities, make the text more accessible by:

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- Reading part of the book to students (you could read a section and then the students could reread it)
- Reading chorally with the students
- Having students echo read
- First telling students key facts about the book, pointing out the organization of the book and reading titles and subtitles to students before having them read
- Having students read an easier book about the same animal to give them background knowledge before reading part of the more difficult book

- Have each student choose an informational text book at his/her independent reading level to read when work is completed.
- Next, prepare to read aloud from *Face to Face with* Frogs by Mark Moffett in Lessons 2–4. Be sure to think aloud about the order in which you read the book. Ask yourself what you want to know about frogs. You do not need to be from the beginning to the end. The order in which you read should be based on what questions you and the students have about frogs. As you read them, write on the board words such as *amphibians, prey, predators, hibernate, creatures, gills, metamorphosis,* and *camouflage* and pronounce them for and with students and define them for students. These are words they will encounter in their own reading later so you want to be sure to teach the vocabulary early.
- Write on the board each day what students should do during and after reading. For example:
  - Read *Frogs* to find facts about frogs.
  - Write facts about frogs in your Reading Response Journal.
  - Read your independent reading book.

<u>Anticipated Student Preconceptions/Misconceptions</u>

- Informational text is read straight through from the beginning of the book to the end.
- Headings, subheadings, table of contents, glossaries, captions, types of print, charts/maps, etc., are unimportant.
- There are no similarities between fiction and informational text.
- Good readers do not need to ask questions as they read; they just "get it."

Lesson Sequence

<u>Lesson 1</u> (60 minutes) Introduction and Essential Questions

Before Reading (30 minutes)

- Ask students what they know about informational text. (List on the board.) Tell students that books that contain information about a topic are called *informational text.* The main purpose of informational text is to inform people about the world around them.
- Refer to the Essential Questions on the chart paper. Go over the questions briefly. Go back to the Essential Questions each day.
- Show students a copy of *Frog and Toad* and flip through the book. Discuss one of the stories in *Frog and Toad.* Ask students if it is fiction or informational text. Why? Briefly review and discuss story elements and when each occurs
  - Beginning (setting, characters, problem/goal)
  - End (solution and ending)
  - Middle (events)
- Show students *National Geographic Readers: Frogs*! by Elizabeth Carney and flip through the book to show the text features (table of

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contents, headings, inserts, italics, bold print, pictures, captions, diagrams, glossary, etc.)
    - What do you see in this book that you did not see in *Frog and Toad*?
        - If students do not know the name of various text features, point them out and name them.
        - Briefly tell the function of each text feature—there are two full lessons on text features later in this unit.
    - Discuss the term "informational text." Write the word on the board. Point out the word "information" in "informational text"—which means this kind of a book contains information.
        - Informational text is not fiction. It is true. It contains information. It contains facts.
        - There are no characters with problems and solutions.
- Divide students into small heterogeneous groups (four to five students) and give each group a pile of books—both fiction and informational text. Ask students to work together to decide whether the book is fiction or informational text and to explain how they know. Students put books in two piles, one for fiction and one for informational text.
- Bring the groups back together as a whole and ask each group to show one informational text to the group and to explain how they know it is informational text. This gives the students a chance to use the text feature terminology they have just learned.
- Tell students that they are going to learn how to read and write informational text this month. Tell them that you will read some books to them, they will read some books and discuss them together, and they will choose other books to read on their own. All of the books will be informational text about animals.

Reading and Responding (25 minutes)

- As a pre-assessment, ask students to write all about their favorite animal. The evaluation of this piece of writing will guide your instruction.
- Tell students they will learn how to write a report so they can write a book for their kindergarten buddy that will go in the kindergarten library.
- Pass out *National Geographic Readers: Frogs*! by Elizabeth Carney to all students. Ask students why they think there is an exclamation point in the title.
    - Ask students questions such as, "Do we need to start at the beginning and read to the end the way we read a fiction book? Why? Why not?
    - "If we want to find the answer to a certain question, where would we look?" (table of contents, index)
        - Have students turn to the table of contents and find various topics.
        - Have students leaf through various pages and point out any text features on that page, such as headings, subheadings, pictures, captions, sidebars, etc.
- Distribute Reading Response Journals (RRJs) and explain that their writing for the informational text unit will be kept in this journal. Tell students that you are going to write on the board what they need to do each day so they can work independently while you work with other students. This is what they will do today:

    1. Read Chapters 1 and 2 (pages 4–11) in *Frogs!* to find facts about frogs.
    2. Write facts about frogs in your Reading Response Journal (RRJ).
    3. Read your independent reading book.

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- Grouping
  - Those students who are able to read and write on their own should do so.
  - Those who need a moderate amount of support will read with a partner. Each student reads a section or page aloud, taking turns after each page. Then, students write facts individually.
  - Those students needing significant support read with you (no more than three to five students in the group). Direct the reading so that students read chorally, in partners, or silently, depending on the amount of support needed. Help students to write facts learned.

After Reading and Closure (5 minutes)

- Bring students back together in a whole group.
- Have two to three students each share one fact. (Keep track of who shares each day so that different students have a chance to participate.)
- Write facts on chart paper—one fact per line so they can be cut apart later.
- Review the lesson outcomes by asking students the following question:
  Q3. How does asking questions help readers to understand informational text?
- Preview outcomes for the next lesson: Tell students that tomorrow they are going to compare features in a fiction and an informational text to see how they are the same and how they are different

<u>Lesson 2</u> (60 minutes) Comparing fiction and informational text

Before Reading (25 minutes)

- Use the same fiction and informational texts from yesterday to introduce the difference between fiction and informational text. Have students look through books and work with them in the whole class to begin filling in the Venn diagram that is on chart paper. Make sure you have at least one entry for fiction, one for informational text, and one for both. They will continue with their own Venn diagram while reading with their partner. Keep the class Venn diagram visible throughout the year so that you can add to it as you notice similarities and differences in other books that you read. Some of the things you might eventually include on the Venn diagram are:
  - Fiction: read beginning, middle, and end; contains setting, characters, problems, events, solution; stories
  - Informational text: index; bold print; table of contents; diagrams; information; headings; photographs; captions; read in any order
  - Both: title, author, illustrations, help you to learn; fun to read
- Divide students into assigned partners and give each group a pile of books—both fiction and informational text. Give each group a Venn diagram. Students will work together to look through the fiction and informational text and decide what is the same and what is different about fiction and informational text. Students write this on the Venn diagram.
- Reconvene the whole group and have students share from their Venn diagrams. Write what they share on the class Venn diagram.
- Read aloud from *Face to Face with Frogs,* by Mark Moffett. Add any facts to the facts chart that you began yesterday. Be sure to put one fact on a line so you can cut the facts apart later for the report.

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Reading and Responding (25 minutes)

- Students read Chapters 3 and 4 from *National Geographic Kids Frogs!* (pages 12–19) and write down facts in their RRJs. Work with students needing significant amount of support and another group.
- Direct students' attention to what you wrote on the board so they can work independently.
  - Read Chapters 3 and 4 (pages 12–19) from *Frogs!* to find out facts about frogs.
  - Write the facts in your RRJ.
  - Read your independent reading book.
- Grouping for reading: Use the same groupings as yesterday depending on the level of support needed for reading and writing.

After Reading and Closure (10 minutes)

- Students return to the whole group and share their facts.
- Write new facts on chart paper—each on a new line (so they can be cut into strips for later use).
- Review the lesson outcomes: Review how fiction and informational text are similar and how they are different. Refer to the Venn diagram.
  - What are some of the ways they are the same?
  - What are some of the ways they are different?
- Discuss Q1. Why and how do we read informational text? Have one to two students begin to answer this question and write ideas on chart paper.
- Preview outcomes for the next lesson: Tell students that you are going to explore the author's purpose in using text features.

<u>Lesson 3</u> (60 minutes) Purpose of text features

Before Reading (25 minutes)

- Refer to the Venn diagram from yesterday and remind students what they learned about some of the ways fiction and informational text are the same and how they are different.
- Discuss text features and their purpose. Record responses on chart paper.
  - Ask students Q2: Why do authors of informational text use text features?
  - Tell students that you are going to fill in this two-column chart (Text Features/Purpose) together today and tomorrow.
    - Have students work in their small group (two sets of partners that you assigned at beginning of unit) and use the informational texts that you have collected.
    - Pass out six to eight informational texts per group of four students.
    - Begin with the table of contents. Have students turn to it and then ask them its purpose. Write the purpose on the chart (to help the reader to find information to answer a question).
    - Ask students to find various text features (such as headings, subheadings, pictures, captions, sidebars, etc.,) and lead students to discover that not all books contain all of the text features. Discuss why not (author uses the text features that will be helpful to the reader—not all of them are necessary).
    - Continue listing each of the text features in the left-hand column and discussing the purpose and writing it in the right-hand column. After 10–15 minutes, tell students that you will continue this activity tomorrow.

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- Continue the read-aloud from yesterday. Point out text features as you read. Add any facts to the facts chart after reading.

Reading and Responding (25 minutes)
- Write on the board what students need to do so they can work independently.
- Students read Chapters 5–6 (pages 20-27) in *Frogs!*, individually, with a partner, or in a small group. Work with two groups of students, those needing significant amount of support and another group.
- Students read and write down facts in their RRJs.

After Reading and Closure (10 minutes)
- Students return to whole group and share any new information.
- Add new facts to the chart paper—one fact per line.
- Review the lesson outcomes by discussing Q2. Why do authors of informational text use text features? Write down responses from several students.
- Preview outcomes for the next lesson: Tell students that you are going to continue with this lesson tomorrow.

<u>Lesson 4</u> (60 minutes) Purpose of text features

Before Reading (25 minutes)
- Finish the read-aloud *Face to Face with Frogs,* by Mark Moffett. Continue listing two to three facts about frogs on chart paper.
- Have students return to the small group that they worked with yesterday. Pass out six to eight informational textbooks per group of four students. Have students continue to look for text features.
- Return to the two-column chart (Text Features/Purpose) and discuss what is already on the chart. Continue having students add to the chart based on what they found in their books. They may need to show the class the text feature since it may not be in every book. Then, other students can look for that feature in their set of books.

Reading and Responding (25 minutes)
- Write on the board what students need to do so they can work independently.
- Students finish reading *Frogs!* in the same grouping patterns as yesterday. Work with two groups of students, those needing significant amount of support and another group.
- Students read and write down facts in their RRJs.

After Reading and Closure (10 minutes)
- Students return to whole group and share any new information.
- Add new facts to the chart paper—one fact per line.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tell students that tomorrow they will learn how to ask questions as they read.

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Reading for Inquiry and Writing a Report
English Language Arts and Literacy, Grade 2
Lessons 5, 6, 7, and 8

Brief Overview of Lessons: Students learn how to ask questions as they read informational text. They learn how to write down facts, organize them, and write a report on animals. Students construct a class report on frogs from facts they have collected from the reading over the past week. They will learn how to organize facts by topics and decide which text features are needed for their report. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:

- Ability to read an informational text and gain information from what is read
- Ability to categorize information
- Ability to work in a small group

Estimated Time: 60 minutes for each lesson

Instructional Model: In Lessons 5–8, students move from reading a whole-class text to reading texts of varying readability levels. Each lesson is structured around before, during, and after reading**.** Before reading, the teacher provides whole-class mini-lessons on asking questions, recording facts, organizing facts, and writing a report. During reading, the teacher meets with small groups or individual students to provide support and guidance in reading and

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recording important facts. The lessons conclude with a whole-class discussion of new information students learned about frogs.

Resources for Lessons

Books

Student Books (small sets of each for lessons 5-8)

- Very complex text: *The Life Cycle of a Frog,* by Bobbie Kalman & Kathryn Smithyman
- Moderately complex text:
  - *From Tadpole to Frog,* by Kathleen Weidner Zoehfeld
  - *From Tadpole to Frog,* by Wendy Pfeffer
- Readily accessible text:
  - *Where Do Frogs Come From?,* by Alex Vern
  - *Frogs and Toads and Tadpoles, Too* (Rookie Read-About Science), by Allan Fowler

For Lesson 9, you will need multiple books on various animals at a variety of reading levels of the children in your class. Students choose an animal based on the books you have collected and read at least two of them. Some suggestions for books are:

- National Geographic Readers Series—a high-interest, science inquiry series in an easy-to-read format. Books are leveled into five reading levels to meet the needs of all the readers in your class
- True Book by Scholastic—a high-interest series of informational text that are generally moderately complex text
- Seymour Simon Level 1 or Level 2 books—a high-interest series of informational text books at levels accessible to second-grade readers
- Rookie Readers—readily accessible text

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- Read-aloud books (one copy):
  - *Frogs,* by Nic Bishop

Materials

Post-it notes
Glue sticks for each group of four students
Chart paper
Reading chart (see Appendix 1)

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Content Area/Course: English Language Arts and Literacy, Grade 2
Unit: Informational Text: Reading for Inquiry and Writing a Report
Time (minutes): 60 minutes for each lesson
Lessons 5–9: Co-constructing Text

By the end of these lessons, students will know and be able to:

- Tell what is included in a good report
- Identify important information that needs to be included in a good report on animals
- Refer to the chart in the room as a resource while they are writing

Essential Questions addressed in these lessons

Q2. Why do authors of informational text use text features?
Q3. How does asking questions help readers to understand text?
Q4. Why do readers talk about what they have read?
Q5. Why and how do readers write about what they have read?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the second- to third-grade text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.
CCSS.ELA-Literacy.SL.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)
CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

<u>Instructional Tips/Strategies/Notes for Teacher</u>

- Specific accommodations for students with disabilities and ELLs
  - Be sure students are aware of headings and subheadings since these are the organization of the text
  - If students need to read more difficult books, make the text more accessible by:
    - Reading part of the book to students (You could read a section and then the students could reread it.)
    - Reading chorally with the students
    - Having students echo read
    - First telling students key facts about the book, pointing out the organization of the book, and reading titles and subtitles to students before having them read

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- Having students read an easier book about the same animal to give them background knowledge before reading the more difficult book

Anticipated Student Preconceptions/Misconceptions

- Good readers do not need to ask questions as they read; they just "get it."
- Once categories are chosen for organizing facts, a writer just copies the fact with no order in mind.

Lesson Sequence

Lesson 5 (60 minutes) Asking questions

Before Reading (15 minutes)

- Tell students that good readers think about what they read and ask questions as they read. Start a list on chart paper "Good Readers Ask Questions as They Read." Your list may include some of the following:
  - Why did the author say that?
  - If I were the author, what would I write about?
  - That reminds me of _____.
  - What do I think about_____? Why do I think that?
  - I wonder why _____.
  - Why?
  - When?
  - How?
  - Who?
  - Where?
  - What?
- Vocabulary: Tell students that many vocabulary words in informational text are actually defined in the text or in sidebars on the page.
  - Remind them about the Ribbit! Inserts in *Frogs!,* the book they just read together. Inside each of these "Ribbit! boxes" was a word and a definition.
  - Read aloud (use a document camera if possible) page 4 of *The Life Cycle of a Frog*. In that paragraph, both *cold-blooded* and *warm-blooded* are defined. You can also point out that the defined words are in bold. Discuss that words in bold print or colored print are important words for them to learn.
- Discuss Q3. How does asking questions help readers to understand text?

Reading and Responding (30 minutes)

- Pass out the books to each group of students.
- Tell students that they are going to read different books on frogs and continue writing new facts in their RRJs. As they read, they will also write two to three questions on Post-it notes and stick them in the book.
- Write the schedule for reading for the three groups on chart paper so you can use it for the next four days. (A suggested schedule for each group's reading is in Appendix 1.) Write on the board what students need to do so they can work independently.
  - Read.
  - Use Post-it notes and ask two to three questions as you read.
  - Write down facts about frogs.
  - Read your independent reading book.

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- Work with struggling students first to give them the needed support to read the text. Then circulate around the room, "listening in" as students read and guiding them as they write.

After Reading and Closure (15 minutes)

- Students return to whole group to discuss the chart on "Good Readers Ask Questions as They Read."
- Have several students share the questions they asked and if they found the answers as they kept reading.
- Discuss any other facts they have discovered and add them to the facts chart.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we will start writing a report for our kindergarten buddies' class on frogs.

<u>Lesson 6</u> (60 minutes) What makes a good report

Before Reading (25 minutes)

- Tell students that you are going to talk about how informational books are organized.
- Tell students that there are two parts of an informational book—the opening, which makes some *general statements* about the topic, and the rest of the report, which provides *detailed information* about the topic.
    - Read the first two pages of *Frogs,* by Nic Bishop. Point out how the text is structured.
    - Ask students what the book is telling in general (e.g., information about frogs in general, where they live, what they look like, how big they are, etc.).
    - Reread the first two pages, one paragraph at a time, and ask what each was about (where they live, what they look like, the difference between frogs and toads).
- Begin a chart: "What Makes a Good Report on animals." Ask students what kind of things they learned about frogs from the books you read together this past week. Refer to the charts containing facts about frogs. You will come up with categories similar to the following:
    - What they look like
    - What they eat
    - Where they live
    - How they are similar to and different from other animals
    - Other interesting facts about the animal
    - Pictures, diagrams, etc., to make the text clearer
- Write the categories on the board.
- Tell students that they are going to learn how to write a report on an animal. A report describes something that is in the world. Today you are going to use the facts that you have collected to write a report together on frogs; then in a few days, you are going to write a report on an animal for your kindergarten buddy.

Reading and Responding (25 minutes)

- Students continue reading the books they began yesterday. They record new facts.
- Write on the board what students need to do so they can work independently.
    - Read.
    - Write down facts.
    - Write at least one question you have while reading.
    - Read your independent reading book.

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After Reading and Closure (10 minutes)

- Students come back to the whole group and share facts about frogs. Write each fact on a separate line on chart paper.
- Discuss what categories these facts belong to.
- Continue the chart of categories begun before reading and ask if students have any other categories to add to the list
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we will organize all of the facts we have collected about frogs.

Lesson 7 (60 minutes) Organizing information for a report

In Preparation for the Lesson

- Cut each of the frog facts apart so students can manipulate them.
- Divide the class into small groups (four to five students each). You can use the same groupings as you used in the beginning of this unit.

Before Reading (25 minutes)

- Tell students that together you are going to write a report on frogs for their kindergarten buddies' class library.
- Review the structure of a report that you discussed yesterday. The opening contains general statements about the topic, while the rest of the report contains detailed information that is organized by categories.
- Tell students that since they have collected many, many facts on chart paper, they will now need to organize them into categories. Ask students for suggestions as to categories (e.g., what frogs look like, where they live, what they eat, specific kinds of frogs, etc.) and write each category on the top of a piece of chart paper. Spread these throughout the room.
    - Give each small group a pile of facts and a glue stick and ask them to decide which category the fact belongs in and to glue it to that category. If they can't decide on the category, have them reserve that fact for the whole group to decide or to create a new category.
    - Model. Take two to three facts and do a think aloud as to how you would decide where to put each fact. If students seem confused, you may need to model longer.
    - Students glue their facts on the appropriate chart category. As small groups work together, circulate around the room to facilitate the discussions and the gluing of facts into appropriate categories. You may need to work with a small group of students who are unable to work on their own.
- Bring the whole class back together and review charts to make sure all the facts belong in each category. Consider if you need another category or if you need to rename a category.

Reading and Responding (25 minutes)

- Students read in their instructional-level text. They continue writing facts about frogs in their RRJs.
- Meet with one or two groups. Then circulate around the room, meeting briefly (three to five minutes) with students who need assistance.

After Reading and Closure (10 minutes)

- Students share facts about frogs. Ask students which category this fact belongs to and write it on the appropriate chart.
- Review the lesson outcomes by asking students questions.

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- Preview outcomes for the next lesson: Tomorrow we will write a report on frogs based on all of the facts that we have collected.

<u>Lesson 8</u> (60 minutes) Model and guided practice writing a report

Before Reading (30 minutes)

- Choose one of the categories of facts and use it to model how to write a cohesive paragraph from the facts.
  - Discuss the order that makes sense for the facts. Which idea or fact comes first, second, third, etc.? Number each one.
  - Think aloud as you write so that the paragraph flows. Demonstrate that you do not just copy the facts from the chart. Demonstrate and discuss the use of transitional words. As you use them, circle them so that students can refer to your model when they start writing.
- Give each group a category of facts chart and have them work together to sequence the facts and then to write a cohesive paragraph. If there are not enough charts, more than one group can write a paragraph based on one of the categories.
- Bring groups back together. Read each paragraph aloud and revise with students to make the writing understandable and cohesive. Be sure students have used transitional words to make their writing flow from one idea to the next.

Reading and Responding (25 minutes)

- Students continue reading in their instructional-level text. They continue writing facts about frogs in their RRJs.
- Circulate around the room meeting briefly (three to five minutes) with students who need assistance.

After Reading and Closure (5 minutes)

- Students share facts about frogs.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow we will revise and edit our report on frogs and discuss what text features we need to include.

<u>Lesson 9</u> (60 minutes) Guided practice writing a report

In Preparation for the Lesson

- Have students look through the books you have collected and decide which animal they would like to learn more about. Those students reading below grade level will need to be steered toward the collections of books they can read independently.
- Make sure the books that all students choose are at their independent reading level. If you are unsure, have students read a paragraph or several paragraphs to you.

Before Reading (30 minutes)

- Continue constructing the class report on frogs.
  - Read the paragraphs that the groups have written. Decide on the correct order for them.
  - Discuss what information should go in the beginning—the general information about frogs. Write the beginning of the book together.
  - Edit each paragraph with the class for proper spelling, capitalization, punctuation, etc.

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  - Write an opening together on chart paper—several sentences about the general idea. Ask students where this goes in the report. Put it in proper order.
  - Decide if you need a table of contents. If so, write one with the class. Put it in the correct place in the report.
  - Decide what other text features would make the book better. List them for later reference and decide where they go.
  - Decide on a title, authors' names, and illustration for the cover.
  - Reread the class report on frogs together to make sure it makes sense.
- Rewrite or type up the report. (You can ask a volunteer.) Add the page numbers to the table of contents. In the next several days, students can add any illustrations, diagrams, etc., to the report.

Reading and Responding (25 minutes)

- Students independently read their books and take notes on the animal they are reading about. They should put each fact on a separate line so they can cut the facts apart in order to glue them in the correct category.
- Meet with individual students or small groups of students to support them in reading and writing their facts, prompting with questions as necessary.

After Reading and Closure (5 minutes)

- Ask three to four students to share an interesting fact that they learned about the animal they have chosen.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow you will continue reading and taking notes on the animal you have chosen.

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Informational Text: Reading for Inquiry and Writing a Report
English Language Arts and Literacy, Grade 2
Lessons 10, 11, 12, and 13

Brief Overview of Lessons: During these four days, students read at least two books about an animal and write individual reports on that animal. These reports will be read to their kindergarten buddy and placed in the kindergarten classroom library. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:
- Ability to use text features to locate information
- Ability to write facts during and after reading
- Ability to refer to a chart to guide writing

Estimated Time: 55–60 minutes for each lesson

Instructional Model: In Lessons 10, 11, 12 and 13, students work independently to complete their written reports. Whole-group lessons begin and end each class. Students share progress and clarify any remaining questions they might have about the final product. Meet with individual students to support them as needed in their reading and writing.

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Resources for Lessons

Books

Gather a wide variety of informational texts on animals (from the classroom library, school library, public library). Be sure to include books of various text complexities to match the independent reading levels of your students. Collect several books on each animal so students can use two or more sources for their reports.

Materials

Chart constructed in Lesson 6 for "What Makes a Good Report on Animals"
Paper for taking notes (students will not use the RRJs as they will be cutting the facts apart and gluing them into the correct category)
Scissors
Glue sticks
Parent volunteers to type the final copy of the class book on frogs and the final copy of each individual report

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Content Area/Course: English Language Arts and Literacy, Grade 2
Unit: Informational Text: Reading for Inquiry and Writing a Report
Time (minutes): 55–60 minutes for each lesson
Lessons 10–13: Constructing Text

By the end of these lessons, students will know and be able to:

- Choose an animal that is of interest to them
- Read books on that animal and write down facts
- Organize facts into categories
- Write a report on that animal that includes a title, a general statement about the topic, key details, a conclusion, language from the texts, and a text feature to make the report clearer

Essential Questions addressed in these lessons

Q1. Why and how do we read informational text?
Q2. Why do authors of informational text use text features?
Q3. How does asking questions help readers to understand text?
Q4. Why do readers talk about what they have read?
Q5. Why and how do readers write about what they have read?

Standard(s)/Unit Goal(s) to be addressed in these lessons

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Instructional Tips/Strategies/Notes for Teacher

- This is an assessment, and students should be reading text at their independent reading level. This means there will be students reading at a variety of reading levels. Circulate around the room and make sure everyone is clear about the directions. Guide students in the process, but give as little assistance as possible. If assistance is necessary, note what support was needed in order to complete the task. Any students who are unable to complete the task with more than minimal teacher support will need extra instruction and practice at a later time.
- Specific accommodations for students with disabilities and ELLs
  - Be sure books are at an appropriate level
  - You may want several students to choose the same topic so you can work with them in a group
  - You may want to make sure there are other ways of accessing information, such as videos and online resources
  - Help with organization of facts into categories—perhaps pieces of paper with given categories on the topic
  - They may need help cutting and gluing
- Specific accommodations for advanced students
  - Collect some books that are more challenging for them to read; have them read more than two books
  - They can expand their report to include more categories, longer and more complex content, an index and/or other text features
  - They can finish the class book on frogs, adding text features to make the book more interesting and comprehensible

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Anticipated Student Preconceptions/Misconceptions

- Writing a report is just copying the notes you have taken.
- Reports are not interesting to write.

Lesson 10 (60 minutes) Gathering information for a report

Preparation for the Lesson

- Locate and display the "What Makes a Good Report on Animals" chart that you constructed in Lesson 6.

Before Reading (20 minutes)

- Construct a chart entitled "Steps in Writing a Report." Discuss how students will follow the steps on this chart over the next four days to write their report.
  1. Look through all the books and choose a topic. (They did this yesterday.)
  2. Read two to three books on the topic and write down facts. (They started doing this yesterday and will continue doing it today and tomorrow.)
  3. Organize facts into categories. (Remind students of the procedure of writing the category on the top of a piece of paper and gluing the facts on that sheet of paper.) Refer to the chart entitled "What Makes a Good Report" and include at least the following categories:
     - What it looks like
     - Where it lives
     - What it eats
     - Interesting facts about it
  4. Share ideas and compare information with others who have chosen the same topic.
  5. Put categories in correct sequence.
  6. Write a general statement about your topic.
  7. Write a paragraph on each of the categories.
  8. Write a conclusion.
  9. Include vocabulary specific to the animal from the books you have read.
  10. Make a cover that includes the title, author, and an illustration.
  11. Include a text feature to make your report clearer.

Reading and Responding (35 minutes)

- Students independently read their books and take notes on the animal they are reading about. They should put each fact on a separate line so they can cut the facts apart in order to put them in the correct category.
- Meet with individual students or small groups of students to support them in reading and writing, prompting with questions as necessary.

After Reading and Closure (5 minutes)

- Ask three to four students to share an interesting fact that they learned about the animal they have chosen.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow you will continue reading, taking notes, organizing, and writing a report on the animal you have chosen.

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Lesson 11 (55 minutes) Language features of informational text

Before Reading (15 minutes)

- Discuss with students the language features of informational text. (You may not want to discuss all of these, so perhaps choose just those that you think will impact your students' writing the most. You may want to list these on a chart so students can refer to them while writing.)
  - Generalized topics (e.g., lions, tigers, frogs)
  - Action verbs, especially when describing behavior (e.g., climb, stalk, hop)
  - Many linking verbs (is, are, has, have, belongs to)
  - Timeless present tense (are, have, grow, live)
  - Formal language (does not include "I" or "we")
  - Use of "some" and "most" when writing
- Discuss the use of headings for each category.
- Discuss the use of diagrams and illustrations to make their report clearer.

Reading and Responding (35 minutes)

- Students independently read their books and take notes on the animal they have chosen. They should put each fact on a separate line so they can cut the facts apart in order to put them in the correct category. After finishing reading, have students continue to follow the Steps in Writing a Report chart that you constructed yesterday.
- Meet with individual students or small groups of students to support them in reading and writing, prompting with questions as necessary.
- When students finish early, have them work on various text features and the cover for the class book on frogs.

After Reading and Closure (5 minutes)

- Ask three to four students to share one section of their report.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow you will finish organizing and writing your report.

Lesson 12 (55 minutes) Organizing information and writing a report

Before Reading (15 minutes)

- Remind students of the Steps in Writing a Report; ask how many are on each step to get an idea of where your students are in the process. Most students should be writing the report from the categorized notes.
- Have several students read part of what they have written.

Reading and Responding (35 minutes)

- Students work independently on their reports.
- Meet with small groups of students who are working more slowly to support them in the process.
- Those students who are finished can work on various text features and the cover for the class book on frogs.

After Reading and Closure (5 minutes)

- Ask three to four students to share one section of their report.
- Review the lesson outcomes by asking students questions.
- Preview outcomes for the next lesson: Tomorrow you will meet with your kindergarten buddy to share your report.

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Lesson 13 (60 minutes) Celebrating our reports

Preparation for the Lesson

- Have parent volunteers make a copy of each report. One copy will be given to the kindergarten classroom and the other copy will be for the second-grade authors.

Preparation for Presentation (25 minutes)

- Tell students that they are going to meet with their kindergarten buddy to share their reports.
- Review with them how to read to their buddy:
  - Speak clearly and slowly and loudly.
  - Ask your buddy if s/he has any questions about the report.
  - Answer any questions your buddy may have.
  - Show your buddy your text features and talk about them as you are reading.
- Have students practice reading their report to their partner.

Presentation (20 minutes)

- First, present the book on frogs that the class has written for the kindergarten class. Have one or two students read it to the kindergarteners.
- Students meet with kindergarten buddies and read the report they wrote for them. You may want to have two sets of buddies read together so each second grader has a bigger audience and each kindergartener gets to hear two different reports.
- Students give the report to their buddies to put in the kindergarten library.

Evaluation (15 minutes)

- How do you think it went?
- Did your buddy enjoy what you shared with him/her? Were you able to answer the questions?
- How could we make this activity better if we did this again?

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Curriculum Embedded Performance Assessment (CEPA)
Teacher Instructions

Performance Task: Students read two to three books and write facts about the animal. Then, they organize the facts into various categories and write a report that includes a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. They include at least one text feature that will make their report clearer. Finally, they read their report to their kindergarten buddy.

Goal: Students choose an animal that interests both of them. The goal of the second grader is to write a report on that animal that will go in the kindergarten library.

Audience: Their audience is their kindergarten buddy and the rest of the kindergarten class.

Standards Assessed (see CEPA rubric):
CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Directions: Students will:

- Choose two books about an animal from the teacher-selected books.
- Read books.
- Write facts about the animal.
- Organize the facts into categories. Be sure to include:
  - What it looks like
  - Where it lives

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  - What it eats
  - At least three interesting facts about it
- Write a general statement about your animal to begin your report.
- Include the key details in each category.
- Write a conclusion.
- Use vocabulary specific to your animal from the texts you read.
- Make a cover and include a title and author.
- Include at least one text feature to make the report clearer.
- Read your report to kindergarten buddy in a clear, audible voice.

Criteria for Success:
The report needs to include:
- A title and author
- A general statement about the topic
- Key details that include:
  - What the animal looks like
  - Where it lives
  - What it eats
  - At least three interesting facts about it
- A conclusion
- Accurate facts and information
- Vocabulary from the text
- Correct sentence structure, grammar, usage, and mechanics
- At least one text feature to make the report clearer

Students need to read to kindergarten buddy in a clear, audible voice.

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Curriculum Embedded Performance Assessment (CEPA)
Student Instructions

Performance Task: Students read two to three books and write facts about the animal. Then, they organize the facts into various categories and write a report that includes a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. They include at least one text feature that will make their report clearer. Finally, they read their report to their kindergarten buddy.

Goal: Students choose an animal that interests both of them. The goal of the second grader is to write a report on that animal that will go in the kindergarten library.

Audience: Their audience is their kindergarten buddy and the rest of the kindergarten class.

Directions:

- Choose two books about an animal from the books on the table.
- Read books.
- Write facts about the animal.
- Organize the facts into categories. Be sure to include:
    - What it looks like
    - Where it lives
    - What it eats
    - At least three interesting facts about it
- Write a general statement about your animal to begin your report.
- Include the key details in each category.
- Write a conclusion.
- Use vocabulary specific to your animal from the texts you read.
- Make a cover and include a title and author.
- Include at least one text feature to make the report clearer.
- Read your report to kindergarten buddy in a clear, audible voice.

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CEPA Rubric: Mini-research Report

Rubric for Written Explanations

Written assignments	4 Exceeds expectations	3 Meets expectations	2 Developing	1 Emerging
Topic/idea development *Introduces and organizes the topic and ideas, provides key details, and may include visuals*	Full/rich topic development Logical organization Strong supporting details	Adequate topic development Adequate organization Adequate supporting details	Rudimentary topic development Basic organization Basic supporting details	Little/ weak topic development Weak organization Weak supporting details
Evidence from the text *Refers to text (quotations, paraphrases). Includes evidence for assertions and information*	Logical and/or persuasive use of evidence	Adequate use of relevant evidence	Basic or simple use of evidence	Little or weak use of evidence
Accuracy *Uses facts and information accurately*	Accurate and logical use of facts/information	Mostly accurate use of facts/information	Some inaccuracy in facts/information	Inaccurate or weak use of facts/information
Vocabulary and language *Uses vocabulary effectively, including academic vocabulary; uses rich language to supports ideas*	Effective use of language and rich vocabulary to support ideas	Adequate variety in language and vocabulary that support ideas	Some errors in use of language and vocabulary; rudimentary support for ideas	Simple language and vocabulary that may not support ideas
Standard English conventions *Uses correct sentence structure, grammar and usage, and mechanics*	Demonstrates control of standard English conventions	Errors do not interfere with communication	Errors interfere somewhat with communication	Little control of sentence structure, grammar, mechanics
Other (write in)				

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Unit Resources

Lessons 1–5

Books

Student texts:

- One-half class set of *Penguins*, by Penelope Arlon and Tory Gordon-Harris (Lexile level 870, Guided Reading level N, DRA level 30)

Teacher text (Lesson 4) to introduce main idea and details:

- *The Important Book*, by Margaret Wise Brown

Suggested professional resources:

- Beck, McKeown, and Kucan (2002), *Bringing Words to Life: Robust vocabulary instruction*. New York: Guilford.
- Beck, McKeown, and Kucan (2008), *Creating robust vocabulary.* New York: Guilford.

Materials

Chart paper
Reading Response Journals
Graphic organizers – text features

Lessons 6–10

Suggested student texts for research (two to three copies of each depending on reading levels of students in the class):

- Readily accessible:
  - True Book Series (Scholastic)
    - *Puffins,* by Ann O. Squire (920L)
    - *Cheetahs,* by Ann O. Squire (Guided Reading level M, DRA 28)
    - *Polar Mammals,* by Larry Dane Brimmer (700L)
    - *The Bald Eagle,* by Elaine Landau (740L)

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- Moderately complex:
  - I Wonder Why Series (Kingfisher)
  - *I Wonder Why Snakes Shed Their Skin,* by Amanda O'Neill
  - *I Wonder Why Penguins Can't Fly,* by Pat Jacobs
  - *I Wonder Why Camels Have Humps,* by Anita Ganeri

  - National Geographic Kids Series:
    - *Everything Sharks,* by Ruth Musgrave
    - *Everything Dolphins,* by Elizabeth Carney
    - *Everything Big Cats,* by Elizabeth Carney

- Very complex:
  - Time for Kids Series
    - *Endangered Animals of the Jungle,* by William B. Rice (Lexile level 860, Guided Reading level U, DRA 44)
    - *Endangered Animals of the Desert,* by William B. Rice (Lexile level 820L, Guided Reading level U, DRA 44)
    - *Endangered Animals of the Sea,* by William B. Rice (Lexile level 870L, Guided Reading level U, DRA 44)

Materials
Reading Group chart
Chart paper
Reading Response Journals
Access to computers (for those students who will write more quickly and efficiently on a computer)

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Appendices

1. Reading Chart (Lessons 5–8)

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Appendix 1: Reading Chart
Lessons 5–8

Lesson	Very Complex	Moderately Complex	Readily Accessible
Lesson 5	*The Lifecycle of a Frog,* by Bobbie Kalman and Kathryn Smithyman Pages 3–11	*From Tadpole to Frog,* by Kathleen Zoehfeld Pages 3–16	*Where Do Frogs Come From?, by Alex Vern* Read half of the book, through "They help it to kick and swim fast."
Lesson 6	*The Lifecycle of a Frog,* by Bobbie Kalman and Kathryn Smithyman Pages 12–18	*From Tadpole to Frog,* by Kathleen Zoehfeld Pages 17–32	*Where Do Frogs Come From?,* by Alex Vern Finish reading the book.
Lesson 7	*The Lifecycle of a Frog,* by Bobbie Kalman and Kathryn Smithyman Pages 19–25	*From Tadpole to Frog,* by Wendy Pfeffer Pages 4–17	*Frogs and Toads and Tadpoles, Too,* by Allan Fowler Pages 3–15
Lesson 8	*The Lifecycle of a Frog,* by Bobbie Kalman and Kathryn Smithyman Pages 26–32	*From Tadpole to Frog,* by Wendy Pfeffer Pages 19–29	*Frogs and Toads and Tadpoles, Too,* by Allan Fowler Pages 16–31

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Order of Operations
By: Kelly Bosworth

Goals

Unit Goals: All students will be able to simplify numerical expressions involving order of operations and exponents.
Lesson Objective: Students will be able to: • Identify numerical expressions • Evaluate exponents • Simplify expressions using the order of operations • Use an acronym to remember the order of operations
State Standards: 4.1 A 1 B 2, 3

Methods (e.g., Anticipatory Set, Introduce and Model New Knowledge, Provide Guided Practice, Provide Independent Practice)

Anticipatory Set: Ask students to make a list (using Pen and Paper or MS Word) (MMR, 1.1- customize display of Information, MME, 7.1-increase choice) of what they do in the morning to prepare for school in chronological order. Stress that chronological means the order in which the events happened. Ask student volunteers to share their lists with the class. Discuss the differences that occur between students' lists (for example one may eat breakfast first while another showers first). (MME, 7.2-enahnce relevance and authenticity, MMR 3.4-support memory and transfer) Then extend this idea to the following expression 5 - 6 x 2. Ask students what they did first to solve the problem. Point out to the class, that we need to follow an order of operations in order to all receive the same answer.

Introduce and Model New Knowledge:

1. Students will watch the following video on order of operations: http://www.teachertube.com/viewVideo.php?video_id=79967&title=PEMDAS_Rap (MMR, 1.2, 1.3, 3.2-provide alternatives for auditory and visual information, highlight big ideas)

After watching the video, the class will work together to list of the order of operations. We will revisit the expression from earlier: 5 - 6 x 2 and discuss the proper way to simplify the expression.

Guided Practice:

2. Working in groups of four, students will be given an expression to simplify. The students will work together to follow the order of operations and create a step-by-step poster to present to the class and display in the classroom. (MMR 1.1-

customize display of information)
Student choice: (MME, 7.1, 8.2, 8.3, increase choice, vary level of challenge, foster collaboration, MMEx 4.2, 4.3-provide varied ways to interact with materials, integrate assistive technologies)

- Marker and paper
- Computer -MS Word, Paint, Read Write Gold (if necessary)

3. Students will review examples of expressions simplified using the order of operations and practice simplifying expressions using the order of operations.
Student Choice: (MME, 7.1-increase choice)
   - Online at http://www.mathgoodies.com/lessons/vol7/operations_exponents.html
   - In their textbooks pgs. 19-21 Examples 1-3, Exercises 1-7.

Independent Practice:

4. Students will practice using the order of operations to simplify expressions.
Student Choice: (MME, 7.1-Increase choice)
   - Online at http://amby.com/educate/ord-op/pg-01.html
   - Textbook pg. 21 # 8-18
5. Students will then work independently or in small groups to complete the Order of Operations Menu (see below). The menu is complete when the student has completed activities totaling at least 10 points (MME, 7.1, 7.3, 8.2, 8.3-increase choice, vary level of challenge, foster collaboration MMEx 5.1-allow choice of media for communication). The menu includes the following activities:
   - Complete Mastery Worksheet
   - Play Order of Operations-Use It game
   - Play Order of Operations Matching game.
   - Play Operation Order game
   - Create a cartoon
   - Create 3 story problems
   - Create a review game
   - Create a skit, video, poster, power point, or song.
6. Students will complete a journal entry detailing why it is important to follow the order of operations and what mnemonic device they prefer to remember the order of operations. (MME 9.3-develop self-assessment, MMEx 4.1-provide varied ways to respond)
Student Choice:
   - Pen and Paper
   - Computer using MS Word, Read, Write, Gold (if necessary)
7. Students will complete an exit questionnaire using SMART Response that contains two expressions to simplify and one word problem that involves the order of operations. (MMEx 4.3-Incorporate assistive technologies)

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

Materials

Holt McDougal Mathematics Course 2 Textbooks Notebooks Pencils Laptops Printer Video camera Journals Markers/Crayons Paper Exit Ticket MS Word Paint Read, Write, Gold

Evaluation Assessment (i.e., Formative/Ongoing Assessment or Summative/End of Lesson Assessment)

Teacher Observation Students completed work and menus Journal Responses Exit Ticket

UDL Principles

Multiple means of representation	Multiple means of action and expression	Multiple means of engagement
Video 1.2, 1.3, 3.2 Personal Connection 3.4 Posters 1.1 Presentations 1.1	Presentations 4.1, 5.1 Journal 4.1 Interacting with Smart Response 4.3	Games7.1, 8.2 Group work/collaboration 8.3 Personal Connection 7.2 Choice 7.1

CAST 2006.Adapted from http://lessonbuilder.cast.org

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

Order of Operations Activity Menu

Directions: Choose a variety of activities from the menu below. The activities must total at least 10 points. Place a checkmark next to each box to show which activities you will complete.

2 Points

___ Complete the Review for Mastery Lesson 1-4 Worksheet (Paper or Interactive Online Edition)

___ Play Order of Operations-Use It Game online: http://www.learnalberta.ca/content/mejhm/index.html?ID1=AB.MATH.JR.NUMB&ID2=AB.MATH.JR.NUMB.INTE&lesson=html/object_interactives/order_of_operations/use_it.html

___ Play Order of Operations Matching Game online: http://www.quia.com/mc/281615.html

5 Points

___ Create a cartoon depicting why the Order of Operations is important (using paper and pencil or online at http://www.readwritethink.org/files/resources/interactives/comic/index.html)

___ Play the Operation Order Game online: http://www.funbrain.com/algebra/index.html

___ Create 3 story problems that involve the use of Order of Operations

8 Points (Individual or Group)

___ Create a skit, video, power point, poster, or song that explains the Order of Operations, must include at least one example problem.

___ Create a game that a group of student could play to help review the Order of Operations for an upcoming test. All game pieces, questions, and instructions must be included.

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

Probability
By: Kelly Bosworth

Goals

Unit Goals: Students will be able to determine the probabilities of independent events.
Lesson Objective: Students will be able to • Represent probabilities as fractions, percents, and decimals • Understand that probabilities can range from 0-1 • Understand probability as the number of a desired outcome divided by the total number of outcomes • Estimate probabilities and make predictions based on probabilities
State Standards: 4.4 B 1, 2, 3

Methods (e.g., Anticipatory Set, Introduce and Model New Knowledge, Provide Guided Practice, Provide Independent Practice)

Anticipatory Set: Have students create a list of events that have a probability of zero and a different list of events that have a probability of one (Student Choice: paper and pencil or computer using MS Word) MMR 1.1-customize display of information, MME 7.1-increase choice). Have students turn to a partner and compare their lists. Have a few student volunteers put an event from their list on the Smart Board (MMR 1.1, 1.2-customize display of information, alternatives for auditory information).

Introduce and Model New Knowledge:

1. Students will watch the video "Probability with Ben and Jerry" on Youtube: http://www.youtube.com/watch?v=hUIvyKqamjg (MMR, 1.2,1.3,3.2-alternative for auditory and visual information, highlight critical features)
2. The teacher will ask student volunteers to summarize the information by questioning. Students will record notes (MME, 7.1 increase choice, MMEx, 4.3-integrate assistive technologies, 5.1-choice of media for communication MMR 1.1, 2.1-customize display of information, define vocabulary and symbols).
   Student Choice:
   - pencil and paper
   - on laptops using MS Word (Read, Write, Gold if necessary)
3. Menu Items (see attached): Appetizers (MMR 1.2,1.3, 3.1-alternatives for auditory and visual information, activate prior knowledge, MME 7.1-increase choice, MMEx 6.2-support planning and strategy development): Choose one of the following options:
   - Find an instructional website online that introduces probability
   - Find an additional video on line that teaches probability

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

- Use your textbook to record at least 5 vocabulary terms related to probability

Guided Practice:

4. Students will complete one Main Entrée choice from their Probability Café menus (MME 7.1-increase choice, 8.2-vary challenge, MMR 1.1-customize display of inforamtion):
   - Textbook (paper or electronic version) Pg. 654 #1-5
   - Skillwise Worksheet #1 Found at http://www.bbc.co.uk/skillswise/numbers/handlingdata/probability/worksheet.shtml
   - Practice with the teacher: Pg 652 Examples 1-2, Lesson 11-4 Practice A worksheet

Independent Practice:

5. Students will choose two dessert items from their menu to complete (MME, 7.1, 8.3, 8.2, MMEx 4.1, 4.3, 5.1,6.3):
   - Create a game based on probability and analyze the chances of winning
   - Play 2 probability games and analyze the chances of winning
   - Textbook (paper or electronic) Pg. 654-655 # 11-25
   - Problem Solving 11-4 Worksheet
   - Play Fish Tank Probability game at http://www.bbc.co.uk/education/mathsfile/shockwave/games/fish.html
6. Students will complete an online quiz at http://www.bbc.co.uk/skillswise/numbers/handlingdata/probability/quiz.shtml They will choose what level they feel is appropriate based on their progress and print out their score sheet afterwards. They may use Read, Write Gold if necessary (MMEx 4.3, MME9.3, 8.2).

Materials

Laptops
Printer
Read, Write Gold
Smartboard
Textbooks
Game Materials: dice, spinners, cards etc.
Markers, Crayons
Poster board
Probability Game Printouts
MS Word

Evaluation Assessment (i.e., Formative/Ongoing Assessment or Summative/End of Lesson Assessment)

Teacher Observation
Completed Menu and materials
Lesson Quiz

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

UDL Principles

Multiple means of representation	Multiple means of action and expression	Multiple means of engagement
Create a list 1.1, 1.2 Video 1.2, 1.3. 3.2	Read, Write Gold 4.3 Smart board 4.3 Menu/Choice 6.2, 4.1, 5.1, 6.3 Quiz 4.3	Create a list 7.1 Menu/Choice 7.1, 8.2, 8.3 Quiz 9.3, 82

Probability Café

Appetizers: Please choose one to complete:

- Find an instructional website on the Internet that introduces probability
- Find an additional video on the Internet that teaches probability
- Use your textbook to record at least 5 vocabulary terms related to probability

Main Entrée: Please choose one to complete:

- Textbook (paper or electronic version) Pg. 654 #1-5
- Skillwise Worksheet #1 Found at http://www.bbc.co.uk/skillswise/numbers/handlingdata/probability/worksheet.shtml
- Practice with the teacher: Pg 652 Examples 1-2, Lesson 11-4 Practice A worksheet (paper version or interactive online edition)

Dessert: It is so good, choose two!

- Create a game based on probability and analyze the chances of winning
- Play 2 probability games available in the classroom and analyze the chances of winning each game
- Textbook (paper or electronic) Pg. 654-655 # 11-25
- Problem Solving 11-4 Worksheet (paper version or interactive online edition)
- Play Fish Tank Probability game at http://www.bbc.co.uk/education/mathsfile/shockwave/games/fish.html

Bosworth, K. (2011). Lesson Plans – UDL format. Retrieved from *Ms. Bosworth's Math Class* https://sites.google.com/site/msbosworthsmathclass/lesson-plans. Adapted from *CAST UDL Lesson Builder* at http://www.cast.org/learningtools/lesson_builder/ CAST (2006-2008).

Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources
Grade 8 Social Studies
A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers
Developed by Expeditionary Learning in Collaboration with Student Achievement Partners

This model Common Core unit is comprised of fifteen 90-minute sessions.

Overview
This module was developed by Expeditionary Learning (EL) as an exemplar of Common Core aligned instruction. The module was produced to address key questions related to powerful implementation of the Common Core State Standards (CCSS):

- What could it look like to implement the CCSS in a social studies classroom?
- How do we build the disciplinary literacy skills students need in order to read, write, and think like historians?
- How do we engage and support *all* learners in meeting the CCSS through careful practice and supportive materials?

This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

Purpose: The module was designed with two specific purposes:

1. **As a professional development resource**: The module serves as a model for teachers, to breathe life into the CCSS so teachers have a clear vision of what this type of instruction can look like, and better understand the powerful role the CCSS can play in building students' content knowledge.

   Teaching notes signal the kind of planning and thinking such instruction requires. Key teaching moves, in particular close reading with complex text, are described in enough detail to make it very clear what is required of students, and how to support students in doing this rigorous work. Specific instructional strategies or protocols are described that support students' reading and writing with evidence. There is a major effort made to demonstrate ways to select and work with academic language (vocabulary and syntax) in order to make complex text and its wealth of ideas and knowledge accessible to all students. The goal of using the modules as models is for educators to transfer components of this exemplar to apply to *other* curricular units they are designing.

As curriculum to use, adapt, or build from as you see fit: This also can be the curriculum that lets you take the CCSS for a test drive within your school or classroom.

The module will help teachers achieve two goals:

- build students' content understanding (of the module topic) and
- help student develop the content literacy skills needed for College and Career Readiness.

Materials include summative assessments, central texts, key resources - the "story" of the student learning has been fully flushed out. The modules also include lesson level agendas with sufficient detail to show key instructional moves: suggestions of activities, text-dependent questions, and daily assessment give teachers clear guidance on the particulars, while still leaving room for teachers to adapt and make the lessons your own. Note that in some cases, the modules could also be adapted for other grade levels, if the rigor of the text-dependent questions were ratcheted either up or down or alternate materials of greater or lesser complexity were folded in with new questions and tasks developed.

The goals of using the modules as curriculum are to help students master content literacy standards while gaining content knowledge and to build teachers' capacity to apply CCSS-aligned practices in instruction and assessment.

A Note on Structure:
The module is focused on the examination of a single topic, in this case, the Civil Rights era, and could last as long as one quarter of a school year. The materials were created to be one coherent arc of instruction focused on one topic. But we recognize teachers and schools have their own curricular imperatives, so each module is built of 1-3 shorter "units" that could be modified into a smaller set of lessons.

The lessons are designed for a 90-minute block periods, but can be easily divided into 45-minute periods or modified further to fit any school schedule.

Module overview: This module is comprised of fifteen 90-minute lessons and addresses U.S. History content standards relating to the Civil Rights Movement. It begins with an overview of the Civil Rights Movement that helps students develop a thorough understanding of what civil rights are and how they are obtained and protected, and then moves into the case study of the Little Rock Nine. Following the Brown vs. Board of Education ruling in 1954, schools in Little Rock, Arkansas were ordered to begin the process of integration. In the 1957-1958 school

year, nine courageous teenagers were the first African American students to attend the previously all-white Central High School. Supported by their families, the NAACP, and ultimately by federal troops, they practiced non-violent resistance in the face of opposition and animosity from many white politicians, students, and school leaders. Throughout their study of events in Little Rock, students analyze the roles that individuals, groups, and the government played in obtaining and protecting civil rights; they also develop a personal, nuanced answer to the still-relevant question: Who is responsible for protecting civil rights? In addition to engaging students in historical content and issues of civic engagement, the module helps students develop historical thinking skills that are applicable to any social studies content: the ability to critically evaluate primary sources and to consider the significance of the words and ideas in those sources.

Module Big Ideas:

- Historians rely on primary sources to understand the past through the eyes of people who were there. Evaluating a primary source requires analyzing the source and context of the document, as well as corroborating it with other sources. *(Stanford History Education Group)*
- Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social, and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system.

  [source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com http://dictionary.reference.com/browse/civil rights>]
- Civil rights are obtained and protected through the work of the government (the executive, legislative, and judicial branches), individual citizens, and organizations. No one party can do the work alone.

Module Guiding Questions:

- What are civil rights? Why do they matter? How are civil rights gained and protected?
- Who is responsible for protecting civil rights?
- How can we use a quote to convey the significance of a person, idea, or event in history?

Summative Assessments

Performance Task: Proposal for a quotation to include at the Little Rock Central High School National Historic Site

Writing Prompt (based on Literacy Design Collaborative Template Task 6)[1]

What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).

Other Summative Assessments

- Civil Rights Quiz (Lesson 6), timeline, significant events in the Civil Rights Movement
- Reading Like a Historian Assessment (Lesson 11): Assess students' ability to independently source, contextualize, closely read, and corroborate a primary source document.
- Little Rock Case Study: Assessment (Lesson 12): Use the note catcher from Lessons 7-11 to complete a series of constructed response items questions about the causes, effects, and interactions of three decisions that led to the desegregation of Central High School in the 1957-1958 school year: the Brown vs. Board Supreme Court decision, Eisenhower's decision to send in federal troops, and the nonviolent resistance of the Little Rock Nine.

Module Lessons

This unit is comprised of fifteen lessons that seek to help students build an understanding of the Civil Rights Movement through the use and analysis of primary sources. Using the Primary Source Close Reading Guide (see appendix) will be critical for teachers, as the individual lessons are built out more completely at the beginning of the unit. The greater "scripting" of initial lessons provides support and guidance for teachers about how to implement these types of reading lessons; in later lessons, teachers can draw on the practices modeled in the earlier lessons and the Primary Source Close Reading Guide to develop their own detailed plans.

Understanding Civil Rights

[1] Literacydesigncollaborative.org

- Lesson 1: What are civil rights?
- Lesson 2: What is the relationship between the 14th Amendment and the Civil Rights Movement?
- Lesson 3: Introducing Reading Like a Historian

The Civil Rights Movement

- Lesson 4: Overview of the Civil Rights Movement
- Lesson 5: Dr. King and the Philosophy of Non-violent Resistance
- Lesson 6: Civil Rights Quiz and Revisiting King Text

Case study: The Little Rock Nine

- Lesson 7: Launching the Little Rock Nine Case Study
- Lesson 8: Reading Brown vs. Board of Education
- Lesson 9: What happened in Little Rock?
- Lesson 10: One Little Rock Story: *Warriors Don't Cry*
- Lesson 11: Synthesizing *Warriors Don't Cry* and Reading Like a Historian Assessment
- Lesson 12: Little Rock Case Study: Assessment

Performance Task: Writing a proposal for a quote to include at the Little Rock Central High School National Historic Site

- Lesson 13: Preparing to write the proposal
- Lesson 14: Drafting the Proposal
- Lesson 15: Revising the Proposal

This module addresses the following grades 6-8 Common Core Literacy Standards in History/Social Sciences listed in the left-hand column below. Specific content standards are drawn from the Massachusetts History and Social Studies Curriculum Frameworks (MCF) and other resources and are listed in the right-hand column below. The central column bridges from the literacy skill expected to the specific skills in this module and are designed to be shared with students at the instructor's discretion.

Common Core State Standards	Historical Thinking and Literacy Skills:	Disciplinary Core Ideas and Standards
Reading in History and Social Sciences Cite specific textual evidence to support analysis of primary and secondary sources. (RHSS.6-8.1) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RHSS 9-10.1)[2] Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RHSS.6-8.2) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RHSS.6-8.6) Analyze the relationship between a primary and secondary source on the same topic. (RHSS.6-8.9) **Writing in History and Social Sciences** Write arguments focused on *discipline-specific content.* (WHSS.6-8.1)	Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group) Consider questions of historical significance (See Historical Thinking Project) Define and accurately use key vocabulary of the Civil Rights Movement Understand and articulate the connection between and temporal relationship of the 13th, 13-15th Amendments to the Civil Rights movement. Understand and articulate the philosophy of nonviolent resistance as practiced by Dr. Martin Luther King, Jr.	Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group) Consider questions of historical significance (See Historical Thinking Project) ***From Mass. Social Studies Standards (Mass., US History II)*** **USI.41** Explain the policies and consequences of Reconstruction. C. the 13th, 14th, and 15th Amendments G. the rise of Jim Crow laws H. the Supreme Court case, *Plessy v. Ferguson* (1896) **USII.25** Analyze the origins, goals, and key events of the Civil Rights movement. (H) *People* A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X *Institution*

[2] While the majority of Common Core State Standards listed in this column are targeted at 8th grade, the Primary Source Reading Guide helps to lay the groundwork for the kind of evidentiary support and analysis expected at the high school level.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHSS.6-8.4) 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. (WHSS.6-8.5) Draw evidence from informational texts to support analysis reflection, and research. (WHSS.6-8.9) **Language** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. (L.8.4) 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.8.6)	Identify cause and effect in key events of the struggle for desegregation and Civil Rights such as Central High School integration in Little Rock. Accurately put key events related to a complex historical event (such as the story of the Little Rock Nine) into time order. Write an argument about an historical event that uses textual evidence effectively to support a position. Revise and edit own writing to produce effective communication.	the National Association for the Advancement of Colored People (NAACP) *Events* A. *Brown v. Board of Education* (1954) B. the 1955–1956 Montgomery Bus Boycott C. the 1957–1958 Little Rock School Crisis D. the sit-ins and freedom rides of the early 1960s E. the 1963 civil rights protest in Birmingham F. the 1963 March on Washington G. the 1965 civil rights protest in Selma H. the 1968 assassination of Martin Luther King, Jr. **USII.26** Describe the accomplishments of the civil rights movement. (H, E) 1. the 1964 Civil Rights Act and the 1965 Voting Rights Act 2. the growth of the African American middle class, increased political power, and declining rates of African American poverty

Module Central Texts

*Most lessons use excerpts from these texts, not the entire texts. Texts marked with a * are included; other texts need to be obtained by the teacher. In some cases, a website is suggested that can provide this text; other texts are published books. An effort has been made to rely on widely available texts, but if you cannot locate*

these texts, consider substituting others, particularly for the two secondary texts that are cited here. The Hakim reading is an overview of the process by which the Brown vs. Board of Education case reached the Supreme Court and an explanation of the ruling; the Rochelle reading is an account of the experiences of the Little Rock Nine during the 1957 – 1958 school year.

- "Most of Little Rock Nine Headed to Inauguration" (Associated Press, 1/19/2009) Access at: http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ
- Fourteenth and Fifteenth Amendments to the U.S. Constitution*
- *Nonviolence and Racial Justice* by Dr. Martin Luther King Jr.*
- *Warriors Don't Cry* by Melba Pattillo Beals (1995 Abridged Young Readers Edition)[3]
    - Chapter 1: life in the segregated South
    - pp. 69 – 84: first day inside Central High School
    - pp. 92 – 104: first day with federal troop protection
    - pp. 163 – 165: responding to aggression with friendliness
- *Brown vs. Board of Education* (1954)*
- *Eyes on the Prize* (PBS, video) Episode 2: Fighting Back
- Joy Hakim, Chapter 13: "Linda Brown – and Others" from *All the People: A History of US, vol. 10*
- Belinda Rochelle, Chapter 3: "The Little Rock Nine" from *Witnesses to Freedom*
- Telegram to President Eisenhower from the parents of the Little Rock Nine, September 30, 1957[4]
- President Bill Clinton, speech given at the commemoration of the 40th anniversary of the integration of Central High School (1997)[5]

Module Teaching Notes

[3] This text is not provided in the Appendix. Also, please note if teachers use a different version of this text, the page numbers will be different in the accompanying lesson materials. A guide comparing this text with the unabridged version is included in Appendix with the materials for Lesson 3.

[4] This resource can be found in Facing History's curriculum, Choices in Little Rock, which is available as a pdf at http://www.facinghistory.org/node/6245. The telegram is on pages 78 and 79 of this document.

[5] A web search will produce this speech; a nicely edited version is in Facing History's curriculum, Choices in Little Rock, which is available as a pdf at http://www.facinghistory.org/node/6245. The speech is on pages 156 - 158 of this document.

This module has students consistently doing the work of historians: closely reading and evaluating primary source documents in order to understand the past and its significance. Initially, students do this with a lot of teacher guidance; as the module continues, they do so with greater independence. The close read of a primary source, a routine that is used repeatedly, is a macro version of the final assessment – to select one quote from one document and analyze it closely.

There are several resources and routines to support implementing this close read protocol.

- With the module overview documents, you will find a Primary Source Close Reading Guide. This document is designed to share the thinking behind many of the choices in the lesson agendas. It includes a sequence of activities and core questions, as well as options for instruction.[6] It can be used to plan any close reading lesson, including one of a primary source. It is not necessary to do the in-depth work with sourcing and contextualizing for textbook readings, but it is worth having students notice that the text is a secondary text and consider what that means about sourcing, contextualizing, and corroborating.

- You will notice that the lessons in the beginning of the module have more scripted agendas for the close reading sections; however, these become less scripted as you move through the module. In general, you should refer to the suggestions in the agendas regarding vocabulary and text dependent questions, and use the Close Reading a Primary Source Guide to plan close reading lessons that will meet your students' needs. All lessons that involve a close reading include a Historian's Notes handout on which students can hold their thinking. It is, of course, possible to just display the Historian's Notes handout and have students complete the work in a notebook.

- You may wish to precede this unit with a lesson that builds students' understanding of why historians use multiple sources and carefully evaluate those sources.

[6] These materials draw on the work of Sam Wineburg and his colleagues at the Stanford History Education Group (sheg.stanford.edu) as well as Monte-Sano, De La Paz, & Felton's forthcoming book, *Building literacy in the history classroom: Teaching disciplinary reading, writing, and thinking in the age of the Common Core.*

- This module represents a shift in how vocabulary instruction has typically proceeded in content area classes. A handful of content specific words that are central to the module (e.g., segregation, equal protection) are taught directly, practiced frequently, and assessed. However, one premise of literacy instruction in the Common Core is that students will acquire rich vocabularies by frequently thinking about the meanings of the words they encounter while reading complex texts, both in English classes and in other content areas. Therefore, these lessons also include frequent conversations with students about the words they encounter while reading. Definitions for a handful of words – those central to the text and whose meanings cannot be determined from context – are provided to students before or while they read a text. Students discuss the meaning of many more words that they encounter while reading, and the teacher supports them in using word parts and context clues to determine what they mean and gives them the chance to check their hypotheses. This both exposes students to a large number of new words and builds the skill that will ultimately increase vocabulary acquisition – the ability to learn new words through wide reading. Words that are encountered in this way are rarely directly assessed. The Longman English Dictionary Online is a good source of student-friendly definitions.

Module Routines

- Reading: Close reading of complex text, with an emphasis on primary sources
- Writing: Written response to Literacy Design Collaborative (LDC) tasks (summative assessment)
- Writing: Use of textual evidence in writing
- Speaking and Listening: Students frequently work in pairs. While the lesson agendas provide some suggestions for specific protocols to use to pair students, consider frequently using this pair work as an opportunity for movement and variation. This will increase engagement and provide a necessary movement break to students as they engage in the demanding close reading tasks in this module.
- Language: Vocabulary routines that encourage students to practice using context and word parts to make meaning of those words and to develop the habit of annotating their texts to indicate the meaning of those words.
- Formative assessment used to inform teaching and plan for small group instruction

Module Lesson Sequence

Lessons 1 – 3: Building Background Knowledge about Civil Rights and Segregation (three 90-minute lessons)
Rationale: In Lessons 1-3, students build an understanding of what civil rights are and why they matter, and are introduced to key module vocabulary and the process of evaluating a primary source. Students compare the rights guaranteed in the 14th and 15th amendments with the realities of life in the south in the 1950s and use their understanding of the definition of civil rights to explain the ways in which African Americans were denied their civil rights. This exercise also clarifies the temporal relationship between the Civil War, the 14th and 15th amendments, segregation, and the Civil Rights Movement.

These lessons address the following skills and activities to develop facility with the targeted standards:

- Evaluating and analyzing a primary source document, taking into account its source, its context, and the extent to which it is corroborated by other texts.
- Identifying the meaning of and using the following terms: convey, significance, source, context, corroborate, primary source, secondary source, bias, civil rights, citizen, equal protection, federal government, state government, racism, discrimination, prejudice, segregation, integration, desegregation
- Defining civil rights, explaining their importance, and describing strategies used by the Civil Rights Movement to obtain civil rights for African Americans.
- Putting key events related to civil rights for African Americans in order on a timeline and explaining how they are connected. (Civil War, 14th and 15th amendments, segregation laws, Brown vs. Board of Education, Little Rock Nine, Civil Rights Act, Voting Rights Act.)

Informal Assessment Options *Student work or evidence of learning that teachers may use to informally gauge class progress.*	**Individual Student Assessment Options** *Students' more formal, individual written assessments that teachers may collect to formally assess based on mastery of learning objectives above.*
Civil Rights Definition worksheet Adding to Civil Rights anchor chart	*Note:* This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific

Notes from and debrief of Life under Segregation Stations Frayer map about civil rights Vocabulary List #1 homework Historian's Notes, 14th and 15th Amendment Student conversation with partners and during debriefs in lessons 1, 2, 3 Historian's Notes, *Warriors Don't Cry* Entry Task, Lesson 3	conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction. Lesson 1: Confer with students during station work to make sure they understand and can apply the definition of civil rights. *Reteach opportunity: individually during this time; during debrief, make sure to address any common misconceptions or confusions* Lesson 2: Formative assessment exit ticket: What is the connection between the 14th and 15th amendments and the Civil Rights Movement? *Reteach opportunity: Lesson 3, when students are doing the formative assessment near the end* Lesson 3: Formative assessment exit ticket: What violations of civil rights did you see in this text? *Reteach opportunity: Entry Task for Lesson 4*

Lesson 1 - What are civil rights?

Teaching Notes

- This is the first of a series of three lessons in which students define civil rights, explore how not having civil rights affected African Americans, and analyze the connection between the Civil Rights Movement and the 14th and 15th amendments. In this lesson, students are introduced to the definition of civil rights and explore images of life under segregation before the Civil Rights Movement.

- The "close read" of the definition of civil rights is scripted in some detail. This routine – having students grapple with the text on their own, then prompting them to reread to figure out new vocabulary and answer text-dependent questions (in this case, not questions, but a paraphrase), and then debriefing their work – will be repeated, but not always scripted to this level of detail. The Primary Source Close Reading Guide is another place to find more specific guidance on how you might facilitate this type of lesson.
- Before teaching this lesson, consider how you might build on or add to your existing class norms and culture in order to create a space in which students can encounter challenging events and consider the questions of race and racism that this unit will raise. This lesson contains some time to discuss the terms that we use now and that were used historically to talk about race; consider the suggestions here and adapt them as needed to meet the needs of your class. Be prepared for strong responses to these words, and be ready to directly explain their historical and present day context and connotations. If you think your class needs additional time to prepare for these conversations, consider adding a day before the module begins to set class norms around talking about race, oppression, and resistance.
- In this lesson, you will add to the Civil Rights anchor chart. Create this in advance, either on flip chart or electronically. It will need to hold a lot of ideas, so if you are making it on chart paper, consider using several sheets of paper.
- In this module, students do substantial daily reading and writing, and often use graphic organizers and texts over several days. Consider how you want your students to organize their papers and materials, and communicate that clearly at the beginning of the module. In many cases, you will have a choice of either photocopying a worksheet for students or projecting a set of directions and/or questions and having them do work in their notebooks.
- In general, these lessons suggest questions for entry tasks and exit tickets, but do not provide worksheets or handouts for them. You could either create handouts or post the questions on the board. In general, provide students (either on paper or on the board) a written-out question to refer to, whether they are doing entry tasks, responding to a reading, or having a discussion.
- In advance, review the Life Under Segregation Stations: Teacher's Guide. Use it to set up the stations for this activity.

Lesson 1 Materials

- MSNBC article, "Most of Little Rock Nine Headed to Inauguration" (Associated Press, 1/19/2009) Access at: http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ
- Civil Rights definition worksheet (one copy per student, plus a way to display it for the class)

- Life under Segregation Teacher's Guide
- Civil Rights anchor chart
- Notes to Create Model Frayer Map: Discrimination
- Blank Frayer Map (see Vocabulary Strategies in appendix)

Lesson 1 Agenda

1. Entry Task
   A. Entry Task (5 minutes)
   - Explain Entry Task Routine: Where students will find it each day and where they should complete it; expectation that it is individual and usually brief
   - Entry Task: Display photo of seven members of the Little Rock Nine at President Obama's inauguration in 2008, along with a brief caption. (Find this in the **MSNBC Article**) Post or project questions: Who is in the picture? What is happening?
   - Ask several students to share their ideas. Do not tell them if they are correct or incorrect, but tell them they will learn more about this shortly.

2. Opening
   A. Introduce Think/Write-Pair-Share protocol (found under Questioning Strategies Protocol in appendix) and text (10 min)
   - List parts of the protocol; briefly explain purpose of each. You might say something like, "I am looking forward to hearing your thinking about this and about other events and documents we will study. Having time to think alone and time to work with a partner often helps students do their best thinking. We will often use a protocol called Think/Pair/Share where first you think, and often write, by yourself; then you and your seat partner talk about your ideas; and finally, we talk as a whole class. We will try that in just a few minutes with this article."
   - Distribute **MSNBC Article** (first section) and ask students to read it silently.

   B. Think/Write-Pair-Share (10 min)
   - When students are done reading, they write an answer to the following questions (post or project them): Why did Obama

invite the Little Rock Nine to his inauguration? What is the connection between the Little Rock Nine, the Civil Rights Movement, and Obama?

- Next, they discuss their answers with a partner.
- Finally, the teacher cold calls students to share out.
- Teacher notices and names ways in which students are collaborating effectively during partner talk and share out.

C. Sharing Unit Overview (5 min)

- Do not go into detail, but do set a purpose for the next few lessons. You might say something like, "We are beginning a unit that explores the Civil Rights Movement in general and the Little Rock Nine in particular. Obama had an opinion about their significance, and over the course of this unit you will learn more about the time in history that they were a part of, hear more about their experiences when they were high school students, and develop your own understanding of why they are significant to you. Over the next few lessons, we will be learning about what civil rights are and why they matter."

3. Work Time

A. Defining "Civil Rights" (15 min)

- Distribute and display the **Civil Rights Definition worksheet**. The definition is reprinted here:

  Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system. [source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com http://dictionary.reference.com/browse/civil rights]

- Read the definition once aloud, and ask students to underline words that most help them understand the definition. Call on several students to share. Confirm their overall understanding, and tell them that this term is so important to the module

that they are going to take some time to really understand the details. When you are sure they all understand it, you are looking forward to hearing their thinking about a set of images about life under segregation, when African Americans were denied their civil rights.

- Read the definition aloud again, and ask students to circle words they are unfamiliar with. Define *regardless* and *public facilities*, as these words are difficult to determine from context. Prompt students to write their meanings in the column to the left, near the words.
- Explain that when readers encounter technical or legal text, they often go word-by-word and phrase-by-phrase to make meaning of it. They paraphrase, which means to restate something in their own words, rather than summarize, because it is easy to miss details when you summarize, and the details in law or legal statements are often really important. Tell students that they will do this with the definition of civil rights.
- Using the first row, model how to paraphrase and figure out vocabulary in context. You might say something like, "Civil rights are guaranteed to all citizens and residents. If you are guaranteed something, it means you definitely get it. And I wonder why it says citizens and residents. I guess that some people live here who aren't citizens, but they have civil rights, too. So now I can see that this is saying that everyone gets these freedoms. Regardless means "no matter what" -- and I guess race, gender, and religion refer to different parts of someone's identity. So now I can put it all together, and this part means: Civil rights are freedoms that all individuals who live in a country have, no matter who they are." Write this on the copy you are displaying, and also jot down your definition for guaranteed.
- Direct students to work with seat partners to do this for the remainder of the document.
- Refocus whole class and cold call on students to share answers, noticing and naming strategies students are using to determine the meaning of words in context and to paraphrase a challenging text. For example, students may be rereading, reading past the word to find its meaning, breaking a word into parts, or going phrase-by-phrase.
- Script correct answers, and prompt students to correct their own worksheets so they all have an accurate reference moving forward.
- Congratulate students on their perseverance and close reading. Assure them that they will continue to work with this definition and will develop a fuller understanding of the rights that are included.

B. Stations: Life under Segregation (15 min)

- See the **Life under Segregation Teacher's Guide** for suggestions for setting up and running this activity.
- Distribute **note catcher** or have students create one. Briefly review purpose and directions, preparing them to see some difficult and racist images and language.
- Students rotate to 3 stations: photographs about life under segregation, state segregation law, and voting test. At each station, students take two column notes: What civil rights are being violated /What I see that makes me think that. Provide a visual model of this note catcher for students.

C. Discussing the Stations (25 min)

- Teacher leads a discussion about terms used for discussing race. (Discussion can include: What terms about race did you see? How did they make you feel? Which terms were derogatory in the 1950s? Which are derogatory today? Which terms is it okay for us to use in this class when we talk about the Civil Rights Movement? Discuss these terms specifically: African American, black, Negro, n***er, white, Caucasian.)[7]
- Debrief station work: At any station, who saw. . . limitations of freedom of expression? . . . violations of equal protection under the law? . . . discrimination in housing, education, employment, and public facilities? . . . limitations of the right to full participation in the democratic political system? How do you think the people whose rights were being denied felt? What makes you say that? For each answer, prompt students to be specific about which station they are discussing and what in the text or image told them that this right was being violated.

[7] Consider setting a ground rule that no one may use the word n***er unless reading a historical source out loud, and that then they can substitute n-word if they prefer. If setting this rule, think clearly out loud about why this is the rule. (My personal experience is as a white teacher, often of mostly African American students. I tell my students that I never use this word because in the mouths of white Americans, it has so often been associated with hatred and violence. Some discussion often ensues about other uses of this word, particularly within the African American community, but students are usually in agreement with the idea that the word can make a space unsafe and that it is, at the very least, not a word used in any professional setting. I imagine this conversation is different, but no less important, for teachers of color or for a different student body. I have less experience to offer here, except to note that teachers of classes in which there are only a few African American students may need to have an explicit discussion with the class about why it's important to not ask those students, either directly or implicitly, to speak for "their race" on this or other issues.) Students are not always clear on the difference between Negro and n****er. Students often have varying feelings about whether the terms white and black are offensive. Be aware that you may need to set a time limit to this conversation and loop back to it later. Teachers new to this conversation may want to practice in advance with a colleague.

- Adding to the **Civil Rights anchor chart:** Think-pair-share: What are civil rights? Why do they matter? During share, teacher adds answers to the anchor chart.

4. Closing and Assessment
   A. Reviewing Homework (5 min)
   - Explain to students that for homework, they will create a Frayer map of the word "civil rights."
   - Distribute and display a **Model Frayer map for the word "discrimination."** A blank map, as well as information that could be used to create the model.[8] Prompt students to take home their Civil Rights Definition worksheet and use it to complete this assignment.

Retrieved from http://achievethecore.org

[8] A blank version can easily be found through a web search.

CONNECTICUT CORE STANDARDS
ENGLISH LANGUAGE ARTS, 6–12 STANDARDS PROGRESSION

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CCS-ELA, 6–12
Literature

Strand: 6-12 Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.1	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.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.8.2	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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 are introduced and developed).
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.8.3	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.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
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.)
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.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.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RL.11-12.6	Analyze a case in which grasping a 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.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Strand: Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for related standards.)
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.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
RL.8.7	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.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Strand: Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NA to literature).

Strand: Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.8.9	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.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Strand: Reading Standards for Literature (RL)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts 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.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high 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.
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.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS-ELA, 6–12
Informational Text

Strand: 6-12 Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1	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.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.8.2	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.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
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).
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.

RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
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.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.8.6	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.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for related standards.)
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.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI. 8.7	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.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.8.8	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.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.8.9	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.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Strand: Reading Standards for Informational Text (RI)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts 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.
RI.9-10.10	By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS-ELA, 6–12
Writing

Strand: 6-12 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
W.11-12.1a	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.
W.11-12.1b	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.
W.11-12.1c	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.
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1b	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.
W.9-10.1c	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.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1d	Establish and maintain a formal style.
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1d	Establish and maintain a formal style.
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1d	Establish and maintain a formal style.
W.6.1e	Provide a concluding statement or section that follows from the argument presented.
Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2c	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.
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2	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.

W.9-10.2a	Introduce a topic; 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.
W.9-10.2b	Develop the 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.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.2a	Introduce a topic 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.
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2e	Establish and maintain a formal style.
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2e	Establish and maintain a formal style.
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.
Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
W.11-12.3a	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 or events.
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3c	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).
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3a	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.
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.3a	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.
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3c	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.
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3a	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.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.4	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.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.6.4	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.)
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.6.5	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.
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 6	Use technology, including the Internet, to produce and publish writing and 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.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.8.6	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.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.8.7	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.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9a	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").
W.11-12.9b	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.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9a	*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]").
W.9-10.9b	Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9a	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").
W.8.9b	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.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9a	Apply *grade 7 Reading standards* to literature (e.g. "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
W.7.9b	Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9a	Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

W.6.9b	Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Strand: Writing Standards (W)	
Cluster 4: Range of Writing	
CCR Anchor Standard for Writing 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.
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.
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.6.10	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.

CCS-ELA, 6–12
Speaking and Listening

Strand: 6-12 Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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.
SL.11-12.1a	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.
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
SL.11-12.1c	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.
SL.11-12.1d	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.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1a	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.
SL.9-10.1b	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.
SL.9-10.1c	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.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.8.1	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.

SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
Strand: Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.8.2	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.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Strand: Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
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.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 4	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.
SL.11-12.4	Present information, findings, and supporting evidence, 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 of formal and informal tasks.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
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.)
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCS-ELA, 6–12
Language

Strand: 6-12 Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1b	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.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1a	Use parallel structure.
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1b	Form and use verbs in the active and passive voice.
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b	Use intensive pronouns (e.g., *myself, ourselves*).
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Strand: Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2a	Observe hyphenation conventions.
L.11-12.2b	Spell correctly.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2b	Use a colon to introduce a list or quotation.
L.9-10.2c	Spell correctly.
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2b	Use an ellipsis to indicate an omission.
L.8.2c	Spell correctly.
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
L.7.2b	Spell correctly.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b	Spell correctly.
Strand: Language Standards (L)	
Cluster 2: Knowledge of Language	
CCR Anchor Standard for Language 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.
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.
L.11-12.3a	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.9-10.3	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.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual (e.g*., MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.3a	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.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3b	Maintain consistency in style and tone.
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 4	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.
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.
L.11-12.4a	Use context (e.g., the 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.
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
L.11-12.4c	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, its part of speech, its etymology, or its standard usage.
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
L.9-10.4a	Use context (e.g., the 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.
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
L.9-10.4c	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, its part of speech, or its etymology.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
L.8.4a	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.
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

L.8.4c	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.
L.8.4d	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.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
L.7.4a	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.
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
L.7.4c	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.
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
L.6.4a	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.
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.4d	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).
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5b	Use the relationship between particular words to better understand each of the words.

L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a	Interpret figures of speech (e.g., personification) in context.
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.
L.9-10.6	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.
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.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.6	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.

CONNECTICUT CORE STANDARDS
ENGLISH LANGUAGE ARTS, K–5 STANDARDS PROGRESSION

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CCS-ELA, K–5
Literature

Strand: K-5 Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
RL.1.1	Ask and answer questions about key details in a text.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.2.1	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.K.2	With prompting and support, retell familiar stories, including key details.
Strand: Reading Standards for Literature (RL)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.K.4	Ask and answer questions about unknown words in a text.
Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).

Strand: Reading Standards for Literature (RL)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.1.6	Identify who is telling the story at various points in a text.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Strand: Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build and Present Knowledge" in Writing and Comprehension and Collaboration" in Speaking and Listening for related standards.)
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Strand: Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NA to literature).

Reading Standards for Literature (RL)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Strand: Reading Standards for Literature (RL)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL.K.10	Actively engage in group reading activities with purpose and understanding.

CCS-ELA K–5
Informational Text

Strand: K-5 Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2.1	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 1: Key Ideas and Details	
CCR Anchor Standard for Reading 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*
RI.2.4	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.

Strand: Reading Standards for Informational Text (RI)	
Cluster 2: Craft and Structure	
CCR Anchor Standard for Reading 6	Assess how point of view or purpose shapes the content and style of a text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (See also "Research to Build and Present Knowledge" in Writing and Comprehension and Collaboration" in Speaking and Listening for related standards.)
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.2.8	Describe how reasons support specific points the author makes in a text.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
Strand: Reading Standards for Informational Text (RI)	
Cluster 3: Integration of Knowledge and Ideas	
CCR Anchor Standard for Reading 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Strand: Reading Standards for Informational Text (RI)	
Cluster 4: Range of Reading and Level of Text Complexity	
CCR Anchor Standard for Reading 10	Read and comprehend complex literary and informational texts independently and proficiently.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RI.K.10	Actively engage in group reading activities with purpose and understanding.

CCS-ELA K–5
Foundational Skills

Strand: K-5 Reading Standards: Foundational Skills (RF)	
Cluster 1: Print Concepts	
Grade 5	NA
Grade 4	NA
Grade 3	NA
Grade 2	NA
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Strand: Reading Standards: Foundational Skills (RF)	
Cluster 2: Phonological Awareness	
Grade 5	NA
Grade 4	NA
Grade 3	NA
Grade 2	NA
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Strand: Reading Standards: Foundational Skills (RF)	
Cluster 3: Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multi-syllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	Decode words with common prefixes and suffixes.
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3b	Decode regularly spelled one-syllable words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3f	Read words with inflectional endings.
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3c	Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Strand: Reading Standards: Foundational Skills (RF)	
Cluster 4: Fluency	
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
RF.4.4a	Read grade-level text with purpose and understanding.
RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read grade-level text with purpose and understanding.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a	Read grade-level text with purpose and understanding.
RF.2.4b	Reade grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
RF.1.4a	Read grade-level text with purpose and understanding.
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.K.4	Read emergent-reader texts with purpose and understanding.

CCS-ELA, K–5
Writing

Strand: K-5 Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g*., consequently, specifically*).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1b	Provide reasons that are supported by facts and details.
W.4.1c	Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
W.4.1d	Provide a concluding statement or section related to the opinion presented.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book *(e.g., My favorite book is . . .)*.

Strand: Writing Standards (W)	
Cluster 1: Text Types and Purposes	
CCR Anchor Standard for Writing 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2c	Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Strand: Writing Standards (W)	
Cluster 1. Text Types and Purposes	
CCR Anchor Standard for Writing 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade-specific expectations for writing types are defined in standards 1-3 above).
Grade 2	Begins in grade 3
Grade 1	Begins in grade 3
Kindergarten	Begins in grade 3
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Strand: Writing Standards (W)	
Cluster 2: Production and Distribution of Writing	
CCR Anchor Standard for Writing 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes**,** paraphrase, and categorize information, and provide a list of sources.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Writing Standards (W)	
Cluster 3: Research to Build and Present Knowledge	
CCR Anchor Standard for Writing 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.9b	Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9a	Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W.4.9b	Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Grade 3	Begins in grade 4
Grade 2	Begins in grade 4
Grade 1	Begins in grade 4
Kindergarten	Begins in grade 4
Strand: Writing Standards (W)	
Cluster 4: Range of Writing	
CCR Anchor Standard for Writing 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.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.10	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.3.10	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.
Grade 2	Begins in grade 3
Grade 1	Begins in grade 3
Kindergarten	Begins in grade 3

CCS-ELA, K–5
Speaking and Listening

Strand: K-5 Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d	Explain their own ideas and understanding in light of the discussion.

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1	Continue a conversation through multiple exchanges.
Strand: Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Strand: Speaking and Listening Standards (SL)	
Cluster 1: Comprehension and Collaboration	
CCR Anchor Standard for Speaking and Listening 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence.

SL.4.3	Identify the reasons and evidence a speaker or media source provides to support particular points.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 4	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.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Strand: Speaking and Listening Standards (SL)	
Cluster 2: Presentation of Knowledge and Ideas	
CCR Anchor Standard for Speaking and Listening 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

CCS-ELA, K–5
Language

Strand: K-5 Language Standards (L)	
Cluster 1: Conventions of Standard English	
CCR Anchor Standard for Language 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1e	Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1b	Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
L.4.1c	Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
L.4.1e	Form and use prepositional phrases.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly use frequently confused words (e.g., *to, too, two; there, their*).*
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., *childhood*).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1a	Use collective nouns (e.g., *group*).
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
L.2.1c	Use reflexive pronouns (e.g., *myself, ourselves*).
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1a	Print all upper- and lowercase letters.
L.1.1b	Use common, proper, and possessive nouns.
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
L.1.1d	Use personal possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
L.1.1f	Use frequently occurring adjectives.
L.1.1g	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
L.1.1h	Use determiners (e.g., articles, demonstratives).
L.1.1i	Use frequently occurring prepositions (e.g., *during, beyond, toward*).
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1a	Print many upper- and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
L.K.1d	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
L.K.1e	Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with).*
L.K.1f	Produce and expand complete sentences in shared language activities.

Strand: Language Standards (L)

Cluster 1: Conventions of Standard English

CCR Anchor Standard for Language 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	Use punctuation to separate items in a series.
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c	Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of a sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*)
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2a	Use correct capitalization.
L.4.2b	Use commas and quotation marks to mark direct speech and quotation from a text.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*.)
L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	Capitalize holidays, product names, and geographic names.
L.2.2b	Use commas in greetings and closings of letters.
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy ->boil)
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2a	Capitalize dates and names of people.
L.1.2b	Use end punctuation for sentences.
L.1.2c	Use commas in dates and to separate single words in a sentence.
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	Capitalize the first word in a sentence and the pronoun I.
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Strand: Language Standards (L)	
Cluster 2: Knowledge of Language	
CCR Anchor Standard for Language 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.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written English.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.3a	Compare formal and informal uses of English.
Grade 1	Begins in grade 2
Kindergarten	Begins in grade 2
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 4	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.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks, looked, looking*).
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., *knowing duck is a bird and learning the verb to duck*).
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5a	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5a	Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.
L.1.5b	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims*; a tiger is a large cat with stripes*).
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., *shapes, foods*) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings

Strand: Language Standards (L)	
Cluster 3: Vocabulary Acquisition and Use	
CCR Anchor Standard for Language 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and endangered when discussing animal preservation).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Elementary School

Counting and Cardinality

Grade	Overview
K	➢ Know number names and the count sequence. ➢ Count to tell the number of objects. ➢ Compare numbers.
1	➢ Represent and solve problems involving addition and subtraction. ➢ Understand and apply properties of operations and the relationship between addition and subtraction. ➢ Add and subtract within 20. ➢ Work with addition and subtraction equations.
2	➢ Represent and solve problems involving addition and subtraction. ➢ Add and subtract within 20. ➢ Work with equal groups of objects to gain foundations for multiplication.
3	➢
4	➢
5	➢

Operations and Algebraic Thinking

Grade	Overview
K	➢ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1	➢ Represent and solve problems involving addition and subtraction ➢ Understand and apply properties of operations and the relationship between addition and subtraction. ➢ Add and subtract within 20. ➢ Work with addition and subtraction equations
2	➢ Represent and solve problems involving addition and subtraction. ➢ Add and subtract within 20. ➢ Work with equal groups of objects to gain foundations for multiplication.
3	➢ Represent and solve problems involving multiplication and division. ➢ Understand properties of multiplication and the relationship between multiplication and division. ➢ Multiply and divide within 100. ➢ Solve problems involving the four operations, and identify and explain patterns in arithmetic.
4	➢ Use the four operations with whole numbers to solve problems. ➢ Gain familiarity with factors and multiples. ➢ Generate and analyze patterns.
5	➢ Write and interpret numerical expressions. ➢ Analyze patterns and relationships.

Number and Operations in Base Ten

Grade	Overview
K	➢ Work with numbers 11-19 to gain foundations for place value.
1	➢ Extend the counting sequence. ➢ Understand place value. ➢ Use place value understanding and properties of operations to add and subtract.

2	➢ Understand place value. ➢ Use place value understanding and properties of operations to add and subtract.
3	➢ Use place value understanding and properties of operations to perform multi-digit arithmetic.
4	➢ Generalize place value understanding for multi-digit whole numbers. ➢ Use place value understanding and properties of operations to perform multi-digit arithmetic.
5	➢ Understand the place value system. ➢ Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions

Grade	Overview
K	➢
1	➢
2	➢
3	➢ Develop understanding of fractions as numbers.
4	➢ Extend understanding of fraction equivalence and ordering. ➢ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. ➢ Understand decimal notation for fractions, and compare decimal fractions.
5	➢ Use equivalent fractions as a strategy to add and subtract fractions. ➢ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

Grade	Overview
K	➢ Describe and compare measurable attributes. ➢ Classify objects and count the number of objects in categories.
1	➢ Measure lengths indirectly and by iterating length units. ➢ Tell and write time. ➢ Represent and interpret data.
2	➢ Measure and estimate lengths in standard units. ➢ Relate addition and subtraction to length. ➢ Work with time and money. ➢ Represent and interpret data.
3	➢ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. ➢ Represent and interpret data. ➢ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. ➢ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
4	➢ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ➢ Represent and interpret data. ➢ Geometric measurement: understand concepts of angle and measure angles.
5	➢ Convert like measurement units within a given measurement system. ➢ Represent and interpret data. ➢ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

Grade	Overview
K	➢ Identify and describe shapes.

	➢ Analyze, compare, create, and compose shapes.
1	➢ Reason with shapes and their attributes.
2	➢ Reason with shapes and their attributes.
3	➢ Reason with shapes and their attributes.
4	➢ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
5	➢ Graph points on the coordinate plane to solve real-world and mathematical problems. ➢ Classify two-dimensional figures into categories based on their properties.

Common Core Standards - Mathematics
Vertical Overview by Domain

Middle School

Ratios and Proportional Relationships

Grade	Overview
6	➢ Understand ratio concepts and use ratio reasoning to solve problems.
7	➢ Analyze proportional relationships and use them to solve real-world and mathematical problems
8	➢ Know that there are numbers that are not rational, and approximate them by rational numbers.

The Number System

Grade	Overview
6	➢ Apply and extend previous understanding of multiplication and division to divide fractions by fractions. ➢ Compute fluently with multi-digit numbers and find common factors and multiples. ➢ Apply and extend previous understandings of numbers to the system of rational numbers.
7	➢ Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.
8	➢

Expressions and Equations

Grade	Overview
6	➢ Apply and extend previous understandings of arithmetic to algebraic expressions. ➢ Reason about and solve one-variable equations and inequalities. ➢ Represent and analyze quantitative relationships between dependent and independent variables.
7	➢ Use properties of operations to generate equivalent expressions. ➢ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	➢ Work with radicals and integer exponents. ➢ Understand the connections between proportional relationships, lines, and linear equations. ➢ Analyze and solve linear equations and pairs of simultaneous linear equations.

Geometry

Grade	Overview
6	➢ Solve real-world and mathematical problems involving area, surface area, and volume.
7	➢ Draw, construct and describe geometrical figures and describe the relationships between them.

	➢ Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
8	➢ Understand congruence and similarity using physical models, transparencies, or geometry software. ➢ Understand and apply the Pythagorean Theorem. ➢ Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

Grade	Overview
6	➢ Develop understanding of statistical variability. ➢ Summarize and describe distributions.
7	➢ Use random sampling to draw inferences about a population. ➢ Draw informal comparative inferences about two populations. ➢ Investigate chance processes and develop, use, and evaluate probability models.
8	➢ Investigate patterns of association in bivariate data.

Functions

Grade	Overview
6	➢
7	➢
8	➢ Define, evaluate, and compare functions. ➢ Use functions to model relationships between quantities.

High School

Number and Quantity

Idea	Overview
The Real Number System	➢ Extend the properties of exponents to rational exponents ➢ Use properties of rational and irrational numbers.
Quantities	➢ Reason quantitatively and use units to solve problems
The Complex Number System	➢ Perform arithmetic operations with complex numbers ➢ Represent complex numbers and their operations on the complex plane ➢ Use complex numbers in polynomial identities and equations
Vector and Matrix Quantities	➢ Represent and model with vector quantities. ➢ Perform operations on vectors. ➢ Perform operations on matrices and use matrices in applications.

Algebra

Idea	Overview
Seeing Structure in Expressions	➢ Interpret the structure of expressions ➢ Write expressions in equivalent forms to solve problems
Arithmetic with Polynomials and Rational Expressions	➢ Perform arithmetic operations on polynomials ➢ Understand the relationship between zeros and factors of polynomials ➢ Use polynomial identities to solve problems ➢ Rewrite rational expressions
Creating Equations	➢ Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities	➢ Understand solving equations as a process of ➢ reasoning and explain the reasoning ➢ Solve equations and inequalities in one variable ➢ Solve systems of equations ➢ Represent and solve equations and inequalities graphically

Functions

Idea	Overview
Interpreting Functions	➢ Understand the concept of a function and use function notation ➢ Interpret functions that arise in applications in terms of the context ➢ Analyze functions using different representations
Building Functions	➢ Build a function that models a relationship between two quantities ➢ Build new functions from existing functions
Linear, Quadratic, and Exponential Models	➢ Construct and compare linear, quadratic, and exponential models and solve problems ➢ Interpret expressions for functions in terms of the situation they model
Trigonometric Functions	➢ Extend the domain of trigonometric functions using the unit circle ➢ Model periodic phenomena with trigonometric functions ➢ Prove and apply trigonometric identities

Geometry

Idea	Overview
Congruence	➢ Experiment with transformations in the plane ➢ Understand congruence in terms of rigid motions ➢ Prove geometric theorems ➢ Make geometric constructions
Similarity, Right	➢ Understand similarity in terms of similarity transformations

Triangles, and Trigonometry	➢ Prove theorems involving similarity ➢ Define trigonometric ratios and solve problems involving right triangles ➢ Apply trigonometry to general triangles
Circles	➢ Understand and apply theorems about circles ➢ Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations	➢ Translate between the geometric description and the equation for a conic section ➢ Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension	➢ Explain volume formulas and use them to solve problems ➢ Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry	➢ Apply geometric concepts in modeling situations

Statistics and Probability

Idea	Overview
Interpreting Categorical and Quantitative Data	➢ Summarize, represent, and interpret data on a single count or measurement variable ➢ Summarize, represent, and interpret data on two categorical and quantitative variables ➢ Interpret linear models
Making Inferences and Justifying Conclusions	➢ Understand and evaluate random processes underlying statistical experiments ➢ Make inferences and justify conclusions from sample surveys, experiments and observational studies
Conditional Probability and the Rules of Probability	➢ Understand independence and conditional probability and use them to interpret data ➢ Use the rules of probability to compute probabilities of compound events in a uniform probability model
Using Probability to Make Decisions	➢ Calculate expected values and use them to solve problems ➢ Use probability to evaluate outcomes of decisions

Modeling

Idea	Overview
Modeling Cycle	➢ Identify variable in the situation and selecting those that represent essential features ➢ Formulate a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables. ➢ Analyze and perform operations on those relationships to draw conclusions ➢ Interpret the results of the mathematics in terms of the original situation ➢ Validate the conclusions by comparing them with the situations ➢ Report on the conclusions and the reasoning behind them

M2 SwD Activity 8: Cut and place cards in envelope (1 per team). Include the blanks.

Maintains alignment with Core Standards	Negatively impacts alignment with Core Standards
Unsure if this impacts alignment with Core Standards	Adding scaffolding to individual lessons for students who need it
Consistently replacing central texts with less complex text	Speeding up or slowing down lessons based on students' needs
Not asking text-dependent questions because they are too hard for students to answer	Replacing instructional moves with others that serve the same purpose (for example, instead of "turn and talk" you "shoulder partners")

M2 SwD Activity 8: Cut and place cards in envelope (1 per team). Include the blanks.

Teaching only one or two units from any given module	Analyzing the standard's final assessment performance task and replacing it with another performance task that addresses the same standard
Analyzing the standard's particular assessment measure and adding additional questions that measure students' acquisition of the same standard	Adding pre-reading work to a lesson because you are concerned that students need background knowledge to get started
Reading aloud to some students more often than is suggested by the lesson plans because you determine some students need it	Redesigning the performance assessment without analyzing the standards it is designed to address
Make decisions about what you should expect from students in any given lesson without analyzing the spiraling of skills leading to assessment and the assessment itself	Post the learning targets but never refer to them or discuss them with kids

M2 SwD Activity 8: Cut and place cards in envelope (1 per team). Include the blanks.

Replacing texts in the lessons with other texts at the same level of complexity, being sure to also develop text-dependent questions to accompany them	Developing supplemental small group instruction using recommended text as the basis for the lesson
Stick with a lesson for more days than planned until all students master the skills addressed in that specific lesson	Pre-teach all the vocabulary students will encounter during close reading
Providing time in school for students to independently read central texts, recommended text, or text of choice	Prioritizing questions that ask students to make personal connections to texts over questions that ask students to analyze the texts
Adding follow-up or probing questions that ask students to explain their thinking or justify their thinking with evidence from text	Replacing graphic organizers in a lesson with other graphic organizers that serve the same instructional purpose

M2 SwD Activity 8: Cut and place cards in envelope (1 per team). Include the blanks.

Replacing text with other complex text without analyzing if the other replacement texts provide opportunities for teaching the same standards as the original texts	Analyzing the learning targets of a specific lesson and designing your own lesson that meets the same targets, using text and questioning at the same level of rigor

Activity 8: Adaptation Sort Answer Key

Adding scaffolding to individual lessons for students who need it
Aligns with standards

Consistently replacing central texts with less complex text
Negatively impacts alignment with standards

Speeding up or slowing down lessons based on students' needs
Aligns with standards

Not asking text-dependent questions because they are too hard for students to answer
Negatively impacts alignment with standards

Replacing instructional moves with others that serve the same purpose (for example, instead of "turn and talk" you "shoulder partners")
Aligns with standards

Teaching only one or two units from any given module
Negatively impacts alignment with standards

Analyzing the standard's final assessment performance task and replacing it with another performance task that addresses the same standard
Aligns with standards

Analyzing the standard's particular assessment measure and adding additional questions that measure students' acquisition of the same standard
Aligns with standards

Adding pre-reading work to a lesson because you are concerned that students need background knowledge to get started
Aligns with standards

Reading aloud to some students more often than is suggested by the lesson plans because you determine some students need it
Aligns with standard unless it is a standard that assesses reading closely independently

Redesigning the performance assessment without analyzing the standards it is designed to address
Negatively impacts alignment with the standard

Make decisions about what you should expect from students in any given lesson without analyzing the spiraling of skills leading to assessment and the assessment itself
Negatively impacts alignment

Post the learning targets but never refer to them or discuss them with kids
As long as still followed, it will align—but if lesson strays—it may negatively impact alignment

Replacing texts in the lessons with other texts at the same level of complexity, being sure to also develop text-dependent questions to accompany them
Aligns with standards

Developing supplemental small group instruction using recommended text as the basis for the lesson
Aligns with standards

Stick with a lesson for more days than planned until all students master the skills addressed in that specific lesson
Most likely will negatively impact based on lost time and the fact that skills repeat in future lessons

Pre-teach all the vocabulary students will encounter during close reading
Aligns with standards

Providing time in school for students to independently read central texts, recommended text, or text of choice
Aligns with standards (perhaps incorporate formative assessments for evidence of student performance)

Prioritizing questions that ask students to make personal connections to texts over questions that ask students to analyze the texts
Negatively impact standard if not balanced well.
Could align with standards if using personal connections as an introduction and way to get students to connect and engage

Adding follow-up or probing questions that ask students to explain their thinking or justify their thinking with evidence from text
Aligns with standards

Replacing graphic organizers in a lesson with other graphic organizers that serve the same instructional purpose
Aligns with standards

Replacing text with other complex text without analyzing if the other replacement texts provide opportunities for teaching the same standards as the original texts
Negatively impacts alignment

Analyzing the learning targets of a specific lesson and designing your own lesson that meets the same targets, using text and questioning at the same level of rigor
Aligns with standards

Figure A

Diversity is the norm, not the exception, in schools today. When curricula are designed only to meet the needs of a few, those with different preferences, abilities, learning styles, or backgrounds, may fall behind. 21st century teaching and learning focuses efforts on ensuring that all individuals have opportunities to learn.

Universal Design for Learning (UDL) is a research-based framework that addresses learner diversity at the beginning of the design or planning effort. Using UDL to design academic goals and curriculum has the potential to dramatically change how we teach, how learners engage in learning, and how we measure what learners learn. Using UDL principles allows us to embed flexibility into all aspects of instruction from the beginning, rather than trying to retro-fit a rigid curriculum, set of instructional materials, or test for each student who happens to learn a different way. Educators should provide multiple ways to access resources and content so learners are given the opportunity to take charge of their engagement in learning.

The principles of Universal Design for Learning (UDL) can help us refine how we approach who we teach, what we teach and how we teach. Universal Design for Learning (UDL) is all about "how" we define goals, teaching methods, instructional materials and assessments. Innovative technologies and online resources can assist teachers when they modify instruction to better meet student needs. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners

Through the use of the framework of Universal Design for Learning, educators can plan and deliver flexible and meaningful lessons that emphasize problem solving, project based learning, and student choice. Exposing novice learners to innovative content acquisition and application supports their development as expert learners. Expert learners are individuals who know how to learn, who want to learn, and who, in their own highly individual ways, are well prepared for a lifetime of learning.

The pedagogical, neuroscientific, and practical underpinnings of UDL are also discussed at greater length in books such as Teaching Every Student in the Digital Age by Rose & Meyer (ASCD, 2002), The Universally Designed Classroom (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2005), and A Practical Reader in Universal Design for Learning (Rose & Meyer, Eds.; Harvard Education Press, 2006).

Universal Design for Learning Guidelines

These UDL Guidelines and checkpoints can assist educators in designing flexible lessons and curricula that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. They can also help educators evaluate existing curricula goals, materials, methods and assessments.

Principle I: Provide Multiple Means of Representation - the "**WHAT**" of learning - Learners differ in the ways that they perceive and comprehend information that is presented to them. **There is no one means of representation that will be optimal for all learners; but providing multiple options for representation is essential.*

Principle II: Provide Multiple Means of Expression - the "**HOW**" of learning - Learners differ in the ways that they can navigate a learning environment and express what they know. **There is no one means of expression that will be optimal for all learners; but providing multiple options for action and expression is essential.*

Principle III: Provide Multiple Means of Engagement - the "**WHY**" of learning - Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. **Learners have different preferences for what is engaging and motivating so providing multiple options for engagement is essential.*

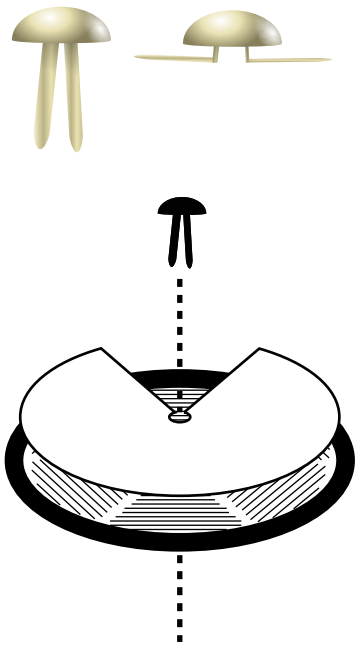
HOWARD COUNTY PUBLIC SCHOOL SYSTEM

MARYLAND STATE DEPARTMENT OF EDUCATION Achievement Matters Most

Center for Applied Special Technology (CAST)
Universal Design for Learning Guidelines

Universal Design for Learning DIY Template

1. Cut out figure A
2. Cut out figure B
3. Fasten figure A on top of figure B with a mini round safety pin

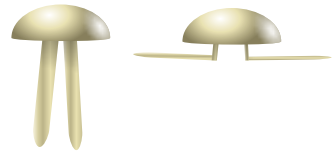


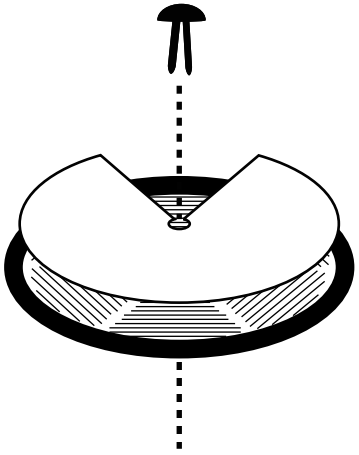
Center for Applied Special Technology (CAST).
Universal Design for Learning Guidelines

Figure B

Universal Design for Learning DIY Template

1. Cut out figure A
2. Cut out figure B
3. Fasten figure A on top of figure B with a mini round safety pin





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