Kentucky Core Academic Progression of Standards and Related Intervention Supports

R-Resources

S- Strategy

A- Activities

V- Video

ML- Model Lesson

PL- Professional Learning

Reading: Foundational Skills (K-5)

Standard 1	FS.1: Print Concepts	
Strand	**Key ideas and Details**	**Intervention Supports**
FS.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**A** – A is for Apple: Building Letter-Recognition Fluency – Activities for building letter-recognition fluency. http://www.readwritethink.org/classroom-resources/lesson-plans/apple-building-letter-recognition-132.html K-2 **S** – What's in a Name? Teaching Concepts of Letter and Word. This recurring activity uses students' names to help young students come to understand the concepts of letters and words. http://www.readwritethink.org/classroom-resources/lesson-plans/what-name-teaching-concepts-37.html K **V** - Roots of Reading - Explains the earliest stages of literacy and examines how teachers can get children started on the road to literacy. http://www.readingrockets.org/shows/launching/roots

FS.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Standard 2	**FS.2: Phonological Awareness**	
Strand	**Key ideas and Details**	**Intervention Supports**
FS.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**ML** – Generating Rhymes: Developing Phonemic Awareness. Students use songs to create rhyming lyrics as they build phonological awareness. http://www.readwritethink.org/classroom-resources/lesson-plans/generating-rhymes-developing-phonemic-121.html?tab=1#tabs K-2 **ML** – Building Phonemic Awareness with Phoneme Isolation. Students chant beginning and ending phonemes and connect these to written letters. - http://www.readwritethink.org/classroom-resources/lesson-plans/building-phonemic-awareness-with-120.html?tab=1#tabs K-2 **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA **R** – Construct a Word. Online resource that allows student to generate words by first choosing an ending and then adding a beginning letter or blend. http://www.readwritethink.org/classroom-resources/student-interactives/construct-word-30003.html K-2
FS.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	**ML** –Generating Rhymes: Developing Phonemic Awareness. Students use songs to create rhyming lyrics as they build phonological awareness. http://www.readwritethink.org/classroom-resources/lesson-

	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	plans/generating-rhymes-developing-phonemic-121.html?tab=1#tabs K-2 **ML** –Building Phonemic Awareness with Phoneme Isolation. Students chant beginning and ending phonemes and connect these to written letters. - http://www.readwritethink.org/classroom-resources/lesson-plans/building-phonemic-awareness-with-120.html?tab=1#tabs K-2 **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
FS.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**ML** – Generating Rhymes: Developing Phonemic Awareness. Students use songs to create rhyming lyrics as they build phonological awareness. http://www.readwritethink.org/classroom-resources/lesson-plans/generating-rhymes-developing-phonemic-121.html?tab=1#tabs K-2 **ML** – Building Phonemic Awareness with Phoneme Isolation. Students chant beginning and ending phonemes and connect these to written letters. - http://www.readwritethink.org/classroom-resources/lesson-plans/building-phonemic-awareness-with-120.html?tab=1#tabs K-2 **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
Standard 3	**FS.3: Phonics and Word Recognition**	
Strand	**Key ideas and Details**	**Intervention Supports**

FS.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**V** – A Phonics Lesson With Chrysanthemum – The teacher models a group phonics lesson. http://www.readwritethink.org/about/community-stories/helping-phonics-flower-elementary/video-54.html K-2 **ML** – Word Wizards: Students Making Words. his lesson begins with a read-aloud of *Word Wizard* by Cathryn Falwell, and then guides students through an active, hands-on activity in which they learn how to look for patterns in words and are encouraged to become "word wizards" themselves. http://www.readwritethink.org/classroom-resources/lesson-plans/word-wizards-students-making-150.html?tab=1#tabs K-2 **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
FS.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**V** – A Phonics Lesson With Chrysanthemum – The teacher models a group phonics lesson. http://www.readwritethink.org/about/community-stories/helping-phonics-flower-elementary/video-54.html K-2 **ML** – Word Wizards: Students Making Words. This lesson begins with a read-aloud of *Word Wizard* by Cathryn Falwell, and then guides students through an active, hands-on activity in which they learn how to look for patterns in words and are encouraged to become "word wizards" themselves. http://www.readwritethink.org/classroom-resources/lesson-plans/word-wizards-students-making-150.html?tab=1#tabs K-2 **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6

FS.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	**ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA **PL** - Literacy Snapshot Modules Prefix Removal and Replacement Strategy Equip readers with tools to decode and determine the meaning of multi-syllabic words containing prefixes. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx
FS.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	**ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA **S** - Spelling in Parts: Learning to Spell, Write, and Read Polysyllabic Words. Explicit strategy to help students learn to break down longer words into their individual parts. http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-parts-learning-spell-1115.html?tab=1#tabs 4-5
FS.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	**ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA **PL** - Literacy Snapshot Modules (K-5) Explicit Instruction Part 1: Explicit Phonics Instruction This LSM focuses on designing an explicit phonics lesson. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx **S** - Spelling in Parts: Learning to Spell, Write, and Read Polysyllabic Words. Explicit strategy to help students learn to

		break down longer words into their individual parts. http://www.readwritethink.org/classroom-resources/lesson-plans/spelling-parts-learning-spell-1115.html?tab=1#tabs 4-5
Standard 4	**FS.4: Fluency**	
Strand	**Key ideas and Details**	**Intervention Supports**
FS.K.4	Read emergent-reader texts with purpose and understanding.	**S** – Using Paired Reading to Increase Fluency and Peer Cooperation – Explains how to use paired reading to increase fluency. http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html K-5

ML –Improving Fluency through Group Literary Performance – This lesson uses shared reading, choral reading, and reader's theater to increase fluency. http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html?tab=4#tabs K-2

V – R – Fluent Reading – Video and resource demonstrates how early testing and intervention can help struggling readers to decode quickly and achieve fluency. K-4 http://www.readingrockets.org/shows/launching/fluent

ML/R- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA |
| FS.1.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word | **S** –Readers Theatre – This strategy guide describes how to use readers theatre in your classroom. http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html 1-5

V – R – Fluent Reading – Video and resource demonstrates how early testing and intervention can help struggling readers to |

	recognition and understanding, rereading as necessary.	decode quickly and achieve fluency. K-4 http://www.readingrockets.org/shows/launching/fluent **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
FS.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**V – R** – Fluent Reading – Video and resource demonstrates how early testing and intervention can help struggling readers to decode quickly and achieve fluency. K-4 http://www.readingrockets.org/shows/launching/fluent **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
FS.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**ML** – Reading Idol! Bringing Readers Theatre Center Stage in Your Classroom – Student groups compete for the title of Reading Idol. http://www.readwritethink.org/classroom-resources/lesson-plans/reading-idol-bringing-readers-30621.html?tab=1#tabs 3–5 **PL**- Literacy Snapshot Modules - Explicit Instruction Part 2: Explicit Comprehension Instruction. This LSM focuses on designing an explicit comprehension lesson. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx **V – R** – Fluent Reading – Video and resource demonstrates how early testing and intervention can help struggling readers to decode quickly and achieve fluency. K-4 http://www.readingrockets.org/shows/launching/fluent **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need.

		K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
FS.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**V – R** – Fluent Reading – Video and resource demonstrates how early testing and intervention can help struggling readers to decode quickly and achieve fluency. K-4 http://www.readingrockets.org/shows/launching/fluent **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
SL.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**PL** - Literacy Snapshot Modules - Levels of Word Knowledge. Describes the four levels of word knowledge that readers may consider as they are reading. (K-5) http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx **PL** - Literacy Snapshot Modules - Selecting Words for Vocabulary Instruction. This LSM focuses on intentionally selecting vocabulary words for explicit instruction. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA

Reading: Literature

Standard 1	R.CCR.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.	
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.1	With prompting and support, ask and answer questions about key details in a text.	**A** Story retelling boxes in the classroom store costumes or props for students to use to retell a story.
R.L.1.1	Ask and answer questions about key details in a text.	**V** https://www.teachingchannel.org/videos/academic-choice-lesson Retell a fairy tale, including characters, setting, and events.
R.L. 2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	**V** https://learnzillion.com/lessons/2027-identify-the-time-period-of-a-story-using-illustrations-and-text-clues
R.L.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	PL - Literacy Snapshot Modules (K-3) Question Answer Relationship (QAR) Part 1: Identifying Question Types Explores the types of questions used in the QAR strategy for comprehending text. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx PL- Literacy Snapshot Module (K-3) Question Answer Relationship (QAR) Part 2: Answering the Different Types of Questions Explores how to answer the different types of questions used in the QAR strategy for comprehending text. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx PL - Literacy Snapshot Module (K-3) Think Aloud: It's the Thought That Counts Explores the use of the Think Aloud as a strategy to deepen comprehension. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx

		ML/R- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**S** Model the four types of questions: *Right There, Think and Search, Author and Me* and *On my own.* • *Right There*- Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question. • *Think and Search*- Ask a question that may be answered by looking in more than one location of the text. • *Author and Me*-Pose a question that requires "reading" the text and using knowledge that is in your head. • *On My Own*-Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions. **ML/R**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA ML: Making Inferences from eReadingWorksheets.com R: Logical Inferences from Betterlesson.com A: Mystery Bags by Scholastic http://www.scholastic.com/teachers/top-teaching/2014/01/mystery-bags-develop-observation-and-inference-skills

R.L.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	V https://www.teachingchannel.org/videos/enhance-student-note-taking Record thinking on post-it notes to explain what the text says. ML/R- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6
R.L.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	V: https://www.teachingchannel.org/videos/teaching-about-textual-evidence ML/R- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA ML: Index Card Evidence Chat from Lesson Planet R: Prereading through Predictions from Betterlesson.com A: Mystery Bags by Scholastic http://www.scholastic.com/teachers/top-teaching/2014/01/mystery-bags-develop-observation-and-inference-skills
R.L.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.	A: As students read, have them highlight textual evidence to be used in their analysis. They can begin by highlighting the main ideas, and then highlight textual evidence in a different color. Students can also work together to tackle a more difficult piece or text- as one student reads aloud, another student can highlight the textual evidence. A: Highlighted Text (Highlighting) from GoAlbook

R.L.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.	**V/ML:** [Make Inferences Using textual Evidence](#) from Learn Zillion
R.L.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.	
R.L.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.	
Standard 2	**R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.2	With prompting and support, retell familiar stories, including key details.	**A** http://www.readworks.org/lessons/gradek/sequence This website provides access to a three lesson unit on sequencing for kindergartners. In the first lesson, the teacher models how to identify and describe events at the beginning and end of a story. During the second lesson, the teacher builds on these concepts and models how to order events in the middle of the story. The unit concludes with the third lesson, in which the teacher models how to use the sequencing clue words "first" and "then" in a retelling of a story. The third lesson lists RL.K.2 as the focus standard for the lesson.
R.L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**V** https://www.teachingchannel.org/videos/academic-choice-lesson Retell a fairy tale, including characters, setting, and events.
R.L.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**V** http://www.umass.edu/aesop/content.php?n=0&i=1 The University of Massachusetts at Amherst has developed a variety of fables with sound, animations, and interactivity.
R.L.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.	**A** Place related items in a bag. Discuss with students that the bag is a big idea and each item represents a key idea or detail. Let students create their own bags and others decide the main idea (ex: softball bag, tooth care bag, pet care bag, etc.)

R.L.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**S** Read, Cover, Remember, Retell. Read as much text as a student's hand can cover. Then cover the words the student just read and retell it to a partner. Students may look back at the text as they retell until they become adept. **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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.	**S** Read, Cover, Remember, Retell. Read as much text as a student's hand can cover. Then cover the words the student just read and retell it to a partner. Students may look back at the text as they retell until they become adept. **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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.	**ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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.	
R.L.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.	
R.L.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.	

R.L.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the	
Standard 3	**R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.3	With prompting and support, identify characters, settings, and major events in a story.	**V** https://www.teachingchannel.org/videos/academic-choice-lesson Retell a fairy tale, including characters, setting, and events.
R.L.1.3	Describe characters, settings, and major events in a story, using key details.	**V** https://www.teachingchannel.org/videos/academic-choice-lesson Retell a fairy tale, including characters, setting, and events.
R.L.2.3	Describe how characters in a story respond to major events and challenges.	**V** https://www.teachingchannel.org/videos/academic-choice-lesson Retell a fairy tale, including characters, setting, and events.
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to	**A** Design paper doss that are connected at the arms and legs (there are many free templates online). Have the student design the doll on the left as the character was at the beginning of the story and the doll on the right as the character was at the end of the story. The dolls in the middle should contain details of how and why the character changed.

	the sequence of events.	
R.L.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).	A: Design paper dolls that are connected at the arms and legs (there are many free templates online). Have the student design the doll on the left as the character was at the beginning of the story and the doll on the right as the character was at the end of the story. The dolls in the middle should contain details of how and why the character changed. A: After they complete the reading of a book (or short story, fiction or nonfiction), ask students to: 1) Brainstorm a list of 8-10 words that they feel describe the main character; 2) Narrow the list down to the four descriptors that are most important, or that explain the most about the character; 3) Search the text for places that show how the character fits the first descriptor on their list; 4) Work independently, with small group support, to find textual support for the other characteristics on their list; 5) Mark the text with stick-on notes and write to explain their choices (or even write the page numbers or, if they are able, highlight on the actual text). R: Character Map Graphic from Readwritethink.com
R.L.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).	ML: Ready, Set, Analyze from Betterlesson.com ML: Character Development from Kennedy Center R: Character Comparison Graphic Organizer from Scholastic
R.L.6.3	Describe how a particular story's or drama's plot unfolds in a series of	ML: Elements of the Plot by Betterlesson.com

	episodes as well as how the characters respond or change as the plot moves toward a resolution.	
R.L.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
R.L.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.	
R.L.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.	
R.L.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate	
Standard 4	**R.CCR.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.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.4	Ask and answer questions about unknown words in a text.	**V https://www.teachingchannel.org/videos/vocabulary-english-language-learners** Pre-teaching and exploring new vocabulary with English Learners. **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**A** Supply students with I-Pads that have a variety of emoticons ("smiley" faces showing a variety of expressions). While reading a story, students display different emoticons to show the feelings expressed through the author's words. **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA

R.L.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.	**A** http://www.readtennessee.org/sites/www/Uploads/Grade%202%20Unit%201%20A%20Season%20for%20Chapters.pdf This website uses poetry, informational texts, and chapter books by Cynthia Rylant about seasons, to help students focus on the beauty and meaning of language while learning poetry terms. Interdisciplinary activities with links to art, music, science, and writing are provided. **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	PL - Literacy Snapshot Modules (K-3) Teaching Idioms: It's a Piece of Cake! A look at how idioms are used in both written and spoken language. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx **ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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).	**ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA

R.L.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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.	**ML**- McEwan-Adkins, Elaine K., *40 Reading Intervention Strategies for K-6 Students.* Provides researched based interventions and routines matched to a specific area of need. K-6 http://www.youtube.com/watch?v=36Gze6u7MjA
R.L.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.	
R.L.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.	
R.L.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).	
R.L.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.)	
Standard 5		**R.CCR.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.**
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.5	Recognize common types of texts (e.g., storybooks, poems).	**A** http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html?tab=4#tabs In this lesson, students categorize books by their own criteria.
R.L.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.	**A** http://www.readwritethink.org/classroom-resources/lesson-plans/build-snowman-239.html In this lesson, students use both fiction and nonfiction texts, the Internet, and a K-W-L chart to learn about how animals survive the winter. This site is sponsored by the National Council of Teachers of English and the International Reading Association.
R.L.2.5	Describe the overall	**A** http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf

	structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	This link to the comprehension section of the fcrr.org website contains many ideas and graphic organizers that can be used to help students in grades 2-3 practice text comprehension strategies in learning stations. Activity C004, Narrative Text Structure-Story Book, asks students to sequence events in the story under beginning, middle, and end categories. Activity C009, Retell-a-Story, asks students to retell a story using a graphic organizer with specific questions about the beginning, middle, and ending of the story. Activity C008, Retell Ring, contains questions about beginning, middle, and ending of the story, as well as possible other endings or plot developments.
R.L.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.	**A** http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_4.pdf This link is the fluency section of the website for the Florida Center for Reading Research, where teachers can find learning center activities specifically designed for students in grades 2-3. Activity F026, Play it Up!, gives students the opportunity to practice appropriate phrasing, intonation, and expression in connected text as they read reader's theater scripts with other students. Activity F028, Poetry Reading, also has students working on fluency in connected text as they read poems (or alternating stanzas) and discuss the meaning of the poem with a partner.
R.L.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	**A** Have an example of a poem, play, and prose and discuss the characteristics of each. Allow the student to take one of those literary works and develop it into a different genre (e.g., turn the story of *Polar Express* into a play or poem.

	meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	
R.L.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.	**A** Draw a large square divided into 9 equal boxes. In each box have students draw or write the main concept of each chapter, scene, or stanza. Ask questions about the connections between the boxes, such as: • Why are chapters 1-3 important? • Why is scene 2 important in the drama? How does it provide the connection between scenes 1 and 3? • How do the stanza fit together so the poem flows from beginning to end?
R.L.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.	
R.L.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
R.L.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.	
R.L.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.	
R.L.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.		
Standard 6	**R.CCR.6: Assess how point of view or purpose shapes the content and style of a text.**		
Strand	**Key ideas and Details**	**Intervention Supports**	
R.L.K.6	With prompting and support, name the	**R** http://toddlersthroughpreschool.com/for-teachers-parents/title-author-and-illustrator/ This lesson focuses on helping very young children understand the parts of a book.	

	author and illustrator of a story and define the role of each in telling the story.	
R.L.1.6	Identify who is telling the story at various points in a text.	**A** Have name tags of the various characters in the passage. As the child reads aloud, he/she wears the name tag of the character who is speaking.
R.L.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.	**A** Using a website such as voki.com, have students design an avatar emulating a character from a book. Voices are recorded into the computer and recited back as a character. The student can become a character and give the point of view of a scene in the text or create a reader's theater dialogue and place a character in a cartoon scene.
R.L.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	**A** Using a website such as voki.com, have students design an avatar emulating a character from a book. Voices are recorded into the computer and recited back as a character. The student can become a character and give the point of view of a scene in the text or create a reader's theater dialogue and place a character in a cartoon scene.
R.L.4.6	Compare and contrast the point of view from which different stories are	**A** Using a website such as voki.com, have students design an avatar emulating a character from a book. Voices are recorded into the computer and recited back as a character. The student can become a character and give the point of view of a scene in the text or create a reader's theater dialogue and place a character in a cartoon scene.

	narrated, including the difference between first- and third-person narrations.	
R.L.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	**A** Small groups are each given a chapter or section of a short story. They are to re-read the selection, and then retell the events of the selection from the point of view of a different character in the selection than the one acting as narrator. Students may work together to decide how the new storyteller's viewpoint will/could change the story/outcome, but each student should rewrite that segment on their own. Students are evaluated on their ability to describe how a narrator's point of view influences how events are described.
R.L.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	
R.L.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
R.L.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.	
R.L.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.	
R.L.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	

	understatemen t).	
Standard 7	**R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.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).	**A** As you read a story aloud to the students **without showing them the illustrations**, have them draw what they are thinking as they listen. After the read aloud is complete, have students share their drawings and describe the relationship between their drawings and the story. Then do the same while showing them the illustrations from the book. **A** Using a wordless picture book like *Pancakes for Breakfast* (Tomie DePaola), have students look at the illustrations and note how the pictures tell a story. Point out the importance of looking very closely at the details in the illustrations to tell what happened next. Encourage active thinking by asking what might happen when the page is turned to the next illustration. Because this is a wordless book, it is interesting to point out how the illustrator is telling a story without words. Write the students' dictated story on sentence strips and place in a pocket chart. (Extend this activity by reversing this process: Read aloud the text of a simple book without showing the illustrations. Ask students to illustrate the story, creating their own wordless book. The students' illustrations can then be compared to the book.)
R.L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	**V** https://learnzillion.com/lessons/2027-identify-the-time-period-of-a-story-using-illustrations-and-text-clues
R.L.2.7	Use information gained from the illustrations and words in a print or digital text to	**V** https://learnzillion.com/lessons/2027-identify-the-time-period-of-a-story-using-illustrations-and-text-clues

	demonstrate understanding of its characters, setting, or plot.	
R.L.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).	**A** http://www.studyzone.org/testprep/ela4/a/illustrationsintextl.cfm This is a computer activity students can do independently at a literacy center to practice making inferences from illustrations.
R.L.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.	**A** Students read a novel, short story, play or television show and then watch the movie based upon it. They create a doodle art, an artistic note-taking with words and pictures, where they identify specific descriptions and directions from the text and how it was alike or different in the movie. They meet in small groups to discuss their observations. Students are evaluated on their ability to make connections between the text and the movie through specific descriptions and directions.

R.L.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	ML: [Using Picture Books to Teach Plot Development and Conflict Resolution](#) by ReadWriteThink.org
R.L.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.	
R.L.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).	
R.L.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.	
R.L.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).	
R.L.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.)	

Standard 8	R.CCR.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.	
Strand	Key ideas and Details	Intervention Supports
	Standard 8 is not applicable to literature	
Standard 9	R.CCR.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.	
Strand	Key ideas and Details	Intervention Supports
R.L.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**A** Read a story with more than one character in it. In a bag, have various cards that say *What I look like, Where I live, What I think about this, How I tried to solve the problem, My personality, etc.(Cards will depend on the story read.)* Assign each child a different character. Pull a card out of a bag and the character must describe what the card says reflecting his/her character from the story.
R.L.1.9	Compare and contrast the adventures and experiences of characters in stories.	**A** Students read two or more books in a series. They then create a dialog as the main character, where they tell the two stories as that character, referring to themes, settings and plots. They will show how the multiple books compare and contrast using the same characters.
R.L.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by	**A** After reading two versions of the same story, students create two similar pictures of the story with minor differences hidden in the picture that portray the differences in the versions. Other students will find the minor differences.

	different authors or from different cultures.	
R.L.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).	**A** Using a game mat like the one in "Twister" label the top rows with elements of a story. Label the sides with titles of books or characters. Students throw a bean bag on the mat. When they land on a color, they must compare or contrast the story and the element that align.
R.L.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.	**A** Students read a variety of stories, act out the themes, and discuss the similar themes. ML: Exploring American Tall Tales from the Kennedy Center
R.L.5.9	Compare and contrast stories in the same genre (e.g.,	**A** Students read a variety of stories, act out the themes, and discuss the similar themes. ML: Exploring American Tall Tales from the Kennedy Center

	mysteries and adventure stories) on their approaches to similar themes and topics.	
R.L.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.	
R.L.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.	

R.L.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.	
R.L.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).	
R.L.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.	
Standard 10	**R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.**
Strand	**Key ideas and Details**	**Intervention Supports**
R.L.K.10	Actively engage in group reading activities with purpose and understanding.	**A** Write sentences with directions on sentence strips. Students silently read the directions and pantomime the sentence. For example: • Sweep the floor. • Pop a balloon. • Catch a ball. **V/R** Reading for Meaning. Video and resources to help students understand and connect literary and informational texts. http://www.readingrockets.org/shows/launching/meaning
R.L.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**A** Write sentences with directions on sentence strips. Students silently read the directions and pantomime the sentence. For example: • Sweep the floor. • Pop a balloon. • Catch a ball.

R.L.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.	**I** Use Dialogic Read Alouds 1. Select a book appropriate for the child's age and interests. 2. Read the story aloud to the child and use the PEER (Prompt, Evaluate, Expand, Repeat) steps to interact. 3. Prompt the child by asking a question about a picture or element of the story. 4. Evaluate the child's response by affirming or correcting as needed. 5. Expand the child's response by adding more description. 6. Have the child repeat the expanded response.
R.L.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.	**S** Have students demonstrate comprehension in multiple ways. • Restate the facts: who, what, where, how. • Make inferences and develop an interpretation: How would you explain_____? What evidence can you find? • Develop images, hypotheses, or original products: What would happen if _____? Create a poem, icon, or a skit to represent this. • Explore values, personal feelings, and reactions: Why is ___ important to you? Can you describe your feelings?
R.L.4.10	By the end of the year, read and	**V** "Marking up the Text" Comprehension Strategy. Click on Literacy without Limits: Help for Struggling Students, Grades 4-12 http://education.ky.gov/curriculum/docs/tt/Pages/default.aspx

	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.	
R.L.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.	**V** "Marking up the Text" Comprehension Strategy. Click on Literacy without Limits: Help for Struggling Students, Grades 4-12 http://education.ky.gov/curriculum/docs/tt/Pages/default.aspx
R.L.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.	
R.L.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.	
R.L.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.	
R.L.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.	
R.L.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.	

Reading: Informational Text

Standard 1	R.CCR.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.	
Strand	Key ideas and Details	Intervention Supports
R.I.K.1	With prompting and support, ask and answer questions about key details in a text.	S Think Alouds. The teacher verbally models the though process while reading a selection. This may include visualizing, defining unfamiliar words, decoding, and asking questions of the text. Students are able to witness the thoughts of a proficient reader and apply these strategies to their reading.
R.I.1.1	Ask and answer questions about key details in a text.	S Modified Reciprocal Teaching. In small groups assign readers one of the strategies: Predictor - based on cover/title predict what the text will be about. Clarifier - record unknown words or ideas that need to be clarified and ask others for help with understanding. Questioner - develop three teacher-like questions about what has been read. Summarizer - present main points of the selection.

R.I.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**S** Modified Reciprocal Teaching. In small groups assign readers one of the strategies: Predictor - based on cover/title predict what the text will be about. Clarifier - record unknown words or ideas that need to be clarified and ask others for help with understanding. Questioner - develop three teacher-like questions about what has been read. Summarizer - present main points of the selection.
R.I.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**S** Modified Reciprocal Teaching. In small groups assign readers one of the strategies: Predictor - based on cover/title predict what the text will be about. Clarifier - record unknown words or ideas that need to be clarified and ask others for help with understanding. Questioner - develop three teacher-like questions about what has been read. Summarizer - present main points of the selection.
R.I.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	S Model the four types of questions: Right There, Think and Search, Author and Me and On my own. * Right There- Pose a question to the class that may be answered by looking in one location in the text. Ask students how they figured out the answer to the question. * Think and Search- Ask a question that may be answered by looking in more than one location of the text . * Author and Me-Pose a question that requires "reading" the text and using knowledge that is in your head . * On My Own-Ask a related question that can be answered without having to read the text. These are usually higher level critical thinking questions.

	from the text.	
R.I.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**V** https://www.teachingchannel.org/videos/analyzing-text-lesson Discuss, analyze and write about an informational text.
R.I.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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.	
Standard 2	**R.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.2	With prompting and support, identify the main topic and retell key details of a text.	**A** Teacher reads a passage of informational text that contains an illustration but does not show the illustration to the students. After hearing the passage the students construct a picture that illustrates what they heard. Share the image from the book and discuss similarities.
R.I.1.2	Identify the main topic and retell key details of a text.	**A** Teacher reads a passage of informational text that contains an illustration but does not show the illustration to the students. After hearing the passage the students construct a picture that illustrates what they heard. Share the image from the book and discuss similarities.
R.I.2.2	Identify the main topic of a multi-paragraph	**A** What's the Big Idea Mural – After reading, ask each student to share an important part of the reading passage. Record these on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order.

	text as well as the focus of specific paragraphs within the text	
R.I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	**A** What's the Big Idea Mural – After reading, ask each student to share an important part of the reading passage. Record these on a long sheet of butcher paper stretched lengthwise across the floor or wall as students help place important parts in logical order. PL - Literacy Snapshot Modules Active Student Engagement - Explore two common types of Active Engagement activities. (K-3) http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx A: Main Idea Graphic Organizer by Scholastic
R.I.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**A** Assign students a text and a partner. Divide the text into portions and mark the places where students will pause to discuss. Assign one student to be the summarizer and the other student to be the clarifier. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier asks any important questions that may have been omitted. Have student pairs continue to read, pause, and summarize while reading, in order to clarify important key ideas and details. About half way through the text, students can switch roles and continue until the text has been completed.
R.I.5.2	Determine two or more main ideas of a text and explain how they are supported by key details;	**A** Assign students a text and a partner. Divide the text into portions and mark the places where students will pause to discuss. Assign one student to be the summarizer and the other student to be the clarifier. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier asks any important questions that may have been omitted. Have student pairs continue to read, pause, and summarize while reading, in order to clarify important key ideas and details. About half way through the text, students can switch roles and continue until the text has been completed.

	summarize the text.	
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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.	
Standard 3	**R.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**A** The ReQuest (Reciprocal Questioning) Procedure guides a student through as many sentences as necessary to enable the student to identify connections between two individuals, events, ideas or information (Manzo,1969). 1. Both student and teacher silently read a common selection from the text. The selection can be read one sentence at a time or a paragraph at a time. 2. After they have both read the passage, the student asks as many questions as he or she can of the teacher. These questions need to be centered around the connections made in the text. 3. Then it is the teacher's turn to ask the questions about the same sentence or paragraph, and the student answers as fully as possible. 4. When the student has finished answering, the teacher and student read the next sentence or paragraph and proceed as before.

		5. When the student has processed enough information to make predictions about the rest of the selection, the exchange of questions stops. The teacher then asks directed questions: "What do you think the rest of the text is about?" "Why do you think so?" The student reads the rest of the text (if he/she is able).
R.I.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**A** After reading about individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of one individual, draws a picture of him/her, and writes one attribute that makes that person unique from the person on the other side. On the other side of the bag, the students do the same with a different individual. On a piece of paper or index card, write one attribute the two individuals have in common and put it inside the bag.
R.I.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**A** After reading ahistorical passage have students tell events, and teachers write each event on a sentence strip. Mix the strips up, hand them out to students, and have the students line up in the correct order.
R.I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or	**A** http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html This lesson helps students explore the nature and structure of expository texts that focus on cause and effect.

	steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect .	
R.I.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.	**A** http://kids.nationalgeographic.com/ This website offers a variety of resources for students as they engage in reading and comprehending informational texts.
R.I.5.3	Explain the relationships or interactions between two or more individuals,	**A** Students will read from multiple sources about two to four scientists. They will write a brief outline about each of the scientists. Then, they will pretend to be television reporters. Students will pretend to have a round table discussion with the scientists about their discoveries and how it affected the world and each other. This would be presented in a written script form with information from the text highlighted or otherwise indicated. It could be presented to the class, with each student in the group taking a part. The teacher assesses the information used from the text, using a rubric.

		events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
R.I.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).		
R.I.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).	
R.I.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
R.I.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.	
R.I.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.	
Standard 4	**R.CCR.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.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.4	With prompting and support, ask and answer questions about unknown	**V https://www.teachingchannel.org/videos/improving-student-vocabulary** Making high-level conversation part of the daily classroom routine to extend vocabulary

	words in a text.	
R.I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**V https://www.teachingchannel.org/videos/improving-student-vocabulary** Making high-level conversation part of the daily classroom routine to extend vocabulary
R.I.2.4	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**V https://www.teachingchannel.org/videos/improving-student-vocabulary** Making high-level conversation part of the daily classroom routine to extend vocabulary
R.I.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*.	**V https://www.teachingchannel.org/videos/improving-student-vocabulary** Making high-level conversation part of the daily classroom routine to extend vocabulary

R.I.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*.	**V** **https://www.teachingchannel.org/videos/improving-student-vocabulary** Making high-level conversation part of the daily classroom routine to extend vocabulary A: Context Clues Activity by Scholastic: http://commoncore.scholastic.com/sites/default/files/SN5-090913-CommonCore_0.pdf
R.I.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*.	**A** http://www.internet4classrooms.com/skill_builders/context_clues_language_arts_fifth_5th_grade.htm A variety of online games that help students with context clues.
R.I.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,	

	and technical meanings.	
R.I.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.	
R.I.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.	
R.I.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).	
R.I.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).	
Standard 5	**R.CCR.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.**	

Strand	Key ideas and Details	Intervention Supports
R.I.K.5	Identify the front cover, back cover, and title page of a book.	**R** http://betterlesson.com/community/unit/8994/concepts-of-print?from=search#/community/document/70516/front-back-and-spine-of-book?&_suid=1405962240909058948658445327 13 Students will be able to identify the front and back covers of a book and the spine.
R.I.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.	**A** Distribute seed packets to the students and let them find the various text features on the packet.
R.I.2.5	Know and use various text features (e.g., captions, bold print, subheading s, glossaries, indexes, electronic menus, icons) to	**A** Distribute seed packets to the students and let them find the various text features on the packet.

	locate key facts or information in a text efficiently.	
R.I.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**V** Using Text Features to Aid Comprehension. Click on Literacy without Limits: Help for Struggling Students, Grades 4-12 at http://education.ky.gov/curriculum/docs/tt/Pages/default.aspx
R.I.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.	PL - Literacy Snapshot Modules (may apply K-5/6?) Using Text Structures to Improve Comprehension Provides information on how to use the six most common text structures to improve comprehension. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx
R.I.5.5	Compare and contrast	**R Signal Words.** The signal words that describe each type of structure are as follows:

	the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	ˇ Cause and Effect: since, hence, because, made, for this reason, consequently, on that account. ˇ Chronology: first, second, third, before, after, when, later, until, at, last, next. ˇ Compare and contrast: similar, different, on the other hand, but, however, bigger than, smaller than, in the same way. ˇ Problem and solution: problem, solution, dilemma, if and then, puzzling. ˇ Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension.
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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).	
R.I.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.	

Strand	Key ideas and Details	Intervention Supports
R.I.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or	**Read Alouds.** When reading books to students, discuss the front cover. Point out that on the front cover the author and illustrator are named. Consistently discuss these roles while reading books, clarifying that wording may vary and may sometimes say "written by", "pictures by", "story by", rather than always using the words "author" and "illustrator". **Student Made Books.** When students work independently or in small groups, encourage them to credit their contributions by identifying the author and illustrator on the cover of the book. **Author/Illustrator Studies.**

	information in a text.	Throughout the year, focus on various authors or illustrators. During an author study, share books by a chosen author/illustrator during read aloud and make books written/illustrated by the person of focus available for independent reading in the class library. Help students identify the style, or unique features, of each author/illustrator.
R.I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**A** Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a set of the cards. Students are to sort the cards according to the information in the text.
R.I.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe.	**R** http://www.readworks.org/lessons/concepts/authors-purpose Second grade lessons to identify text evidence of author's purpose to persuade, inform and entertain.
R.I.3.6	Distinguish their own point of view from that of the author of a text.	**R** http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-point-view-with-789.html Use the book *Two Bad Ants* by Chris van Allsburg to teach point of view.
R.I.4.6	Compare and contrast	**A** Students read a first-hand account of a scientific discovery and a secondhand informational article about the same discovery. They then will write a letter to the person who made the discovery, asking to

	a firsthand and secondhand account of the same event or topic; describe the difference in focus and information provided.	verify the second writer's information. The students will notice the differences citing specific examples between the writer and the scientist's information.
R.I.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**A** Students read a variety of accounts about a historical event from different viewpoints. They then create separate small boards with eyeglasses at the top featuring a different person's points of view. Each board has the person's name at the top and then several statements taken from the text (or inferences). After creating the multiple boards, have the teacher or other students interview each one about their viewpoint?" Students defend the answers that they make in comparisons orally or in writing.
R.I.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
R.I.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.	
R.I.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.	
R.I.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.	

R.I.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.	
Standard 7		**R.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing,	**S** Model for students how good readers monitor their comprehension by looking at pictures and/or illustrations to help them read and understand text. Explain to students how reader can use images to help decode unfamiliar words and to make meaning.Encourage readers to think: • Do I see any clues in the picture? • Does this word make sense with the picture? • Why did the illustrator draw this?

	or idea in the text an illustration depicts).	
R.I.1.7	Use the illustrations and details in a text to describe its key ideas.	**A** https://www.teachervision.com/lesson-plan/reading-comprehension/48612.html Students will draw on their prior knowledge and use the information from the pictures in the book to articulate (verbalize) the inference the author is making in the text.
R.I.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**A** https://www.teachervision.com/lesson-plan/reading-comprehension/48612.html Students will draw on their prior knowledge and use the information from the pictures in the book to articulate (verbalize) the inference the author is making in the text
R.I.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,	**A** Have students study a map, chart, or graph. From the information on the map, chart, or graph write three facts and one fib. It is the task of other students to determine which is the fib. PL - Literacy Snapshot Module: Identifying Text Features (K-3) Explore various physical features that may appear in text. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx PL - Literacy Snapshot Module: Using Text Features to Improve Comprehension (K-3) Utilize text features during reading to help aid in comprehension. http://education.ky.gov/curriculum/lit/Pages/Literacy-Snapshot-Modules.aspx

	when, why, and how key events occur).	
R.I.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.	**A** Using a current magazine or website such as *National Geographic or Time for Kids*, students review the information in a chart or graph and explain in a different medium the information and how it relates to the additional text. This could be done in a small group or individually. For example, review timelines on a similar subject. Students then create a PowerPoint.
R.I.5.7	Draw on information from multiple print or digital sources,	**A** Provide groups of students with an open ended math challenge requiring some research information, such as the temperature of the sun, or inches in a mile. Allow each student group equal access to the same resources, such as science text books, the Internet, and science magazines. Let them work to gather the information and solve the challenge.

	demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
R.I.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.	
R.I.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).	
R.I.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.	
R.I.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.	
R.I.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.	

Strand	Key ideas and Details	Intervention Supports
R.I.K.8	With prompting and support, identify the reasons an author gives	**A** Remind students that good readers are always identifying when authors make points. Give students each two Post-it flags, and ask them to keep these with them during independent reading, buddy reading, and managed independent learning (center time). If they encounter a point that the author gives that signals to them that something is important, they should mark the page in the book. Allow time for

	to support points in a text.	sharing daily as students practice at the independent level (Harvey & Goudvis, 2000). If students are reading information online, model how to highlight the author's points.
R.I.1.8	Identify the reasons an author gives to support points in a text.	**S** Give students Post-it notes, and ask them to mark the part in the book where the author gives support to a point. Allow time to share.
R.I.2.8	Describe how reasons support specific points the author makes in a text.	**S** Give students Post-it notes, and ask them to mark the part in the book where the author gives support to a point. Allow time to share.
R.I.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).	**S** Reciprocal Questioning-Both student and teacher silently read part of a common passage. The student asks as many questions as he or she can of the teacher centered around the connections made in the text. Then the teacher asks questions of the student about the same passage and the student answers as fully as possible. After the student has finished answering, read the next part of the passage and repeat the questioning. When the student demonstrates enough understanding to make predictions about the rest of the passage the exchange of questions stops. Then the teacher asks directed questions: "What do you think the rest of the text is about" "Why do you think so?" The student finishes the passage.

R.I.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	**A** Students read two conflicting viewpoints on a topic. They take each viewpoint and debate the topic using only evidence from the text. The other students listen to the debate and form their conclusions about the author's evidence.
R.I.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).	**A** Display a short passage that has an author make a claim. Model how *you think through* the passage for your students, looking for evidence and reasons to support the claim. Ask the following questions after looking for evidence: 1. What is the claim(s) the author makes? 2. How many pieces of evidence can you find in the text to support the claim(s)? 3. Is that enough evidence to substantiate the claim(s)? Invite individual students or small groups to read and work through a different passage and follow the same procedure. Remember that your role as the teacher during this strategy is to facilitate the discussion, not lead it. When a student or group asks questions that remain unanswered, try to restate them and encourage students to work to determine the answer (McKeown, Beck, & Worthy, 1993).
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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.	
R.I.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).	
Standa rd 9	**R.CCR.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.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.9	With prompting and support, identify basic similarities in and differences between two texts on the	**R** http://www.lehsd.k12.nj.us/Resources/Teachers/Curriculum/Language%20Arts/Kindergarten/Kindergarten%20Exemplar%20Lesson%20Unit%205.pdf Using literature and informational text to learn about the world.

		same topic (e.g., in illustrations, descriptions, or procedures).	
R.I.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**A** Arrange three hula hoops in a "Venn diagram" formation. Students place words or picture that depict the similarities or differences into the appropriate section of the hoops.
R.I.2.9	Compare and contrast the most important points presented by two texts on the same topic.	**A** Arrange three hula hoops in a "Venn diagram" formation. Students place words or picture that depict the similarities or differences into the appropriate section of the hoops.
R.I.3.9	Compare and contrast the most important points and key details presented in two texts on	**A** Arrange three hula hoops in a "Venn diagram" formation. Students place words or picture that depict the similarities or differences into the appropriate section of the hoops. **A** Allow students to bring in coupons or advertisements for the same products, such as pizzas. Decide on the key details or criteria students should focus on for the comparison. For example: ingredient costs, delivery costs, carry out, size, coupon discounts, etc.

	the same topic.	
R.I.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**R** http://betterlesson.com/community/lesson/21965/cause-and-effect-signal-words This is a lesson on comparing and contrasting elements of non-fiction texts. Note: The website requires users to register, but materials and lesson plans are free.
R.I.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**R** http://www.readwritethink.org/classroom-resources/lesson-plans/book-reading-response-innovative-30670.html?tab=4#tabs Support the reading process by using e-book tools and features.
R.I.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).	
R.I.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.	
R.I.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	

	interpretatio n.	
R.I.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.	
R.I.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.	
Standard 10	**R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.**	
Strand	**Key ideas and Details**	**Intervention Supports**
R.I.K.10	Actively engage in group reading	**R** http://www.interactivereadalouds.com/overview.aspx A variety of teaching strategies appropriate for kindergarten students to engage with informational text.

	activities with purpose and understanding.	
R.I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	**S** Coding the text. Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes could include: ? - I have a question about this A - I agree with this D - I disagree with this ! - Interesting or important
R.I.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	**S** Coding the text. Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes could include: ? - I have a question about this A - I agree with this D - I disagree with this ! - Interesting or important

	end of the range.	
R.I.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.	**A** http://kids.nationalgeographic.com/ This website offers a variety of resources for students as they engage in reading and comprehending informational texts.
R.I.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	**A** http://www.nasa.gov/audience/forstudents/k-4/index.html This website offers a variety of resources for students as they engage in reading and comprehending informational texts.

	complexity band proficiently, with scaffolding as needed at the high end of the range.	
R.I.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.	A http://www.nasa.gov/audience/forstudents/k-4/index.html This website offers a variety of resources for students as they engage in reading and comprehending informational texts.
R.I.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.	
R.I.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.	
R.I.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.	
R.I.9-10.10	By the end of grade 9, read and comprehend literary 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.	
R.I.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 range. By the end of grade 12, read and comprehend literary nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently.	

Writing

Standard 1	W.CCR.1: Write arguments to support claims in an analysis substantive topics of texts, using valid reasoning and relevant and sufficient evidence.	
Strand	**Key ideas and Details**	**Intervention Supports**
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 . . .*).	R-Resources • This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. • Student sample of opinion piece written about a work of literature. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. V- Video • "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context. ML - Model Lesson • Grade K, Prompt for Opinion Writing lesson and student annotated response from Achieve the Core (student original work http://achievethecore.org/content/upload/OKP_Dog_is_Best_spring.pdf) • This in-depth lesson used in Santa Fe Public Schools offers ideas, handouts, and slides that are appropriate for k-1 as they embark on opinion writing. • Writing workshop for young writers. This format helps young writers gain focus to their writing, learning a strategy to use independently as they grow as a writer. Full lesson plan PL- Professional Learning

		• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
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.	**R-Resources** • This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. **S- Strategy** • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. **ML – Model Lesson** • This PD 360 video of a teacher in action is working with her first graders on elements of persuasion, helping develop their research and opinion writing skills. • This in-depth lesson used in Santa Fe Public Schools offers ideas, handouts, and slides that are appropriate for k-1 as they embark on opinion writing. • Writing workshop for young writers. This format helps young writers gain focus to their writing, learning a strategy to use independently as they grow as a writer. Full lesson plan **V – Video** • "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context. **PL- Professional Learning** • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart

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.	R-Resources • This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. • Student sample opinion piece about a work of literature. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. V – Video • "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational	R-Resources • This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities.

| | structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., *because therefore*, *since*, *for example*) to connect opinion and reasons.
d. Provide a concluding statement or section. | **ML – Model Lesson**
• ReadWriteThink complete lesson that culminates with an opinion essay. Step-by-step activities that walks through the lesson and includes extensions, student samples and reflections.

S- Strategy
• A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom.

V – Video
• "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context.
• Whole class instruction in opinion writing. This video shows a teacher in action as she helps students transfer knowledge as persuasive speech writing to other opinion writing.

PL- Professional Learning
• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
• Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart |
| W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details. | **R-Resources**
• This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg
• Student sample opinion piece produced in class.
• What does good student writing look like in 4th grade? Here's an example along with teacher notes and standards explanations.

S- Strategy
• A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom.

ML – Model Lesson |

	c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented.	• ReadWriteThink complete lesson that culminates with an opinion essay. Step-by-step activities that walks through the lesson and includes extensions, student samples and reflections. V – Video • "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context. • Whole class instruction in opinion writing. This video shows a teacher in action as she helps students transfer knowledge as persuasive speech writing to other opinion writing. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses	R – Resources • This links to a collection of OD prompts and student responses that are annotated. They can be used for professional learning communities to examine student work in argument/opinion writing or used with students as examples. The second half shows a range of writing students exhibit from the fall to the spring. Each grade level is represented and the student samples are all annotated according to the standard. http://achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/503/common-core-argument-opinion-writing-list-pg • What good student writing looks like at grade 5. This project includes examples and annotates student work for various writing and language features. V – Video • CIITS Resource "KDE: Analyzing a writing prompt video (LearnZillion)" This video breaks down the steps for students on how to break down a writing prompt to produce clear, coherent writing by analyzing the task, purpose and audience. • "Using sentence frames as a jumpstart to writing" is a video on Teaching Channel that offers students a scaffold for their writing as they begin putting content into context. • Whole class instruction in opinion writing. This video shows a teacher in action as she helps students transfer knowledge as persuasive speech writing to other opinion writing. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom.

	(e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.	ML – Model Lesson • ReadWriteThink complete lesson that culminates with an opinion essay. Step-by-step activities that walks through the lesson and includes extensions, student samples and reflections.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	R – Resource • Student sample of argument. Written as homework after viewing a movie and discussion. • What good student writing looks like at grade 6. This project includes examples and annotates student work for various writing and language features. ML – Model Lesson • From Scholastic comes a lesson plan for argument writing based on a scientific article. It offers step-by-step instruction on how to approach the lesson, a copy of the article, and handouts that guide students through the writing as they form their argument and gather evidence. PL – Professional Learning • This video of Kelly Gallagher discusses real world writing and the power of teacher modeling of writing. Gallagher's book *Write Like This* is a valuable resource. • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
W.7.1	Write arguments to support claims with	R – Resource • Student sample argument. Was produced for an on-demand assessment. ML – Model Lesson

	clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	• From Scholastic comes a lesson plan for argument writing based on a scientific article. It offers step-by-step instruction on how to approach the lesson, a copy of the article, and handouts that guide students through the writing as they form their argument and gather evidence. Supplemental reading or student research could be added. PL – Professional Learning • This video of Kelly Gallagher discusses real world writing and the power of teacher modeling of writing. Gallagher's book *Write Like This* is a valuable resource. • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s)	ML – Model Lesson • "Argument_Prompt_6-12WS" (on my computer) is a lesson with teacher directions, student instructions and prompt, and text from which to draw evidence. Use the student annotated samples from this prompt to help guide students in effective writing. "Argument Prompt 8th Grade Student Response" • From Scholastic comes a lesson plan for argument writing based on a scientific article. It offers step-by-step instruction on how to approach the lesson, a copy of the article, and handouts that guide students through the writing as they form their argument and gather evidence. Supplemental reading or student research could be added.

	from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented	PL – Professional Learning • This video of Kelly Gallagher discusses real world writing and the power of teacher modeling of writing. Gallagher's book *Write Like This* is a valuable resource. • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from	R – Resource • 9th grade student sample argument written in response to a classroom assignment. • 10th grade student sample produced after being asked to write an essay that required research. ML – Model Lesson • "Argument_Prompt_6-12WS" (on my computer) is a lesson with teacher directions, student instructions and prompt, and text from which to draw evidence. Use the student annotated samples from this prompt to help guide students in effective writing. "Argument Prompt HS Student Response" • This Teaching Channel video, Evidence & Arguments: Ways of Experiencing a Text show a class experience strategies used to draw out the main idea and make arguments about a text.

alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	PL – Professional Learning • This video of Kelly Gallagher discusses real world writing and the power of teacher modeling of writing. Gallagher's book *Write Like This* is a valuable resource. • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart

	discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	
W.11.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. 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. b. 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	R – Resources • Student sample argument written for a college placement assessment. ML – Model Lesson • "Argument_Prompt_6-12WS" (on my computer) is a lesson with teacher directions, student instructions and prompt, and text from which to draw evidence. Use the student annotated samples from this prompt to help guide students in effective writing. "Argument Prompt HS Student Response" • This Teaching Channel video, Evidence & Arguments: Ways of Experiencing a Text show a class experience strategies used to draw out the main idea and make arguments about a text. PL – Professional Learning • This video of Kelly Gallagher discusses real world writing and the power of teacher modeling of writing. Gallagher's book *Write Like This* is a valuable resource. • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. • Consider the differences in opinion, persuasion and argument along with key transitional words and phrases students may use in these types of writing. Chart

	anticipates the audience's knowledge level, concerns, values, and possible biases. c. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	
Standard 2	**W.CCR.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.**	
Strand	**Key ideas and Details**	**Intervention Supports**
W.K.2	Use a combination of drawing, dictating, and	http://www.pd360.com/index.cfm?ContentId=7157

	writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	V: PD360 Common Core in the Classroom series shows a model lesson on meeting W2 and W7.Lesson plan and guide included.
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.	R: Teaching That Makes Sense http://www.ttms.org/ "Welcome to Writer's Workshop" Guide reviews structure and strengths of writer's workshop and has detailed interviews of teachers using strategy - for K-12.
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.	http://www.pd360.com/index.cfm?ContentId=7153 V: PD360 Common Core in the Classroom series shows a model lesson on meeting RI 2.1 & 4, W2 and L7.Lesson plan and guide included.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	R: Teaching That Makes Sense http://www.ttms.org/ "An introduction to the Writing Process" Guide reviews stages and provides supports for the writing process and includes rubrics, guidelines and student work - for K-12. http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-377.html?tab=1#tabs ML: ReadWriteThink "A Bad Case of Bullying" This lesson provides an opportunity for students to reflect upon and personally relate to a teacher read-aloud of a narrative story. The lesson could be used with other stories; however, *A Bad Case of Stripes* allows for a personal connection by having students reflect on similar situations or emotions in their own lives. Acceptable behaviors and ways to prevent bullying in the classroom and school are also discussed

		b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	
W.4.2		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of	http://www.readwritethink.org/classroom-resources/lesson-plans/beyond-history-books-researching-30927.html?tab=1#tabs ML: ReadWriteThink "Beyond History Books" In this lesson, students explore a historic event in depth by reading fiction and nonfiction literature. Then, to enhance and extend the reading experience, students participate in website exploration and virtual field trips. Throughout the process, students gather facts and relevant information, which they later organize and present to the class. This lesson is easily adaptable to accommodate a wide range of historic events, instructional objectives, and grade levels.

	information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and	http://www.pd360.com/index.cfm?ContentId=5288 V: PD360 Common Core in the Classroom series shows a model lesson on meeting W5.2b & d, SL 5.4-6. Lesson plan and guide included.

		examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to 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. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;	R: Teaching That Makes Sense http://www.ttms.org/ "What is Good Writing?" Guide reviews qualities of good writing and has clear definitions for students and teachers - for K-12.

	include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from 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,	http://www.engageny.org/resource/grade-7-english-language-arts ML: EngageNY- Expeditionary Learning Module 1 "Long Walk to Water" This complete and lesson covers all ELA strands in an 8 week unit with cross curricular ties to social studies. The performance task involves all strands of speaking and listening.

	and analysis of relevant content. a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	

	e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
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. a. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or	https://coretools.ldc.org/#/mods/15a9bd3e-d913-4e52-80e8-6bcdd3a7107e ML : Literacy Design Collaborative "Guernica" In this Humanities module middle school students study the painting by Picasso, *Guernica*, as a primary text and read a few secondary sources about the historical events. Instruction focuses on building a vocabulary to talk about works of art and history, and it offers an opportunity to teach how artistic works can contribute to our understanding historical events. Cross curricular ties to Arts and Humanities.

	other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections	http://www.doe.k12.de.us/commoncore/ela/teachertoolkit/litorg/literacy_con_lessons.shtml ML: State of Delaware Exemplary Lesson "Informational Writing : Writing with Style" Comprehensive nonfiction unit with ties to science. Vetted by Delaware teachers, the unit incorporates the rigorous deconstruction of text required by the new standards.

	and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	

	discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
W.11-12.2	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. a. 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.	https://coretools.ldc.org/#/mods/1ab0bb35-e35f-4c4b-bf29-946f90c8f2b1 ML: Literacy Design Collaborative "FDR's Case for War with Japan" President Roosevelt's "date that will live in infamy" speech is short, clear, and powerful, conveying a giant turn of historical events in a text every student should engage. Using the question of what FDR chose to say and not say in his address to Congress, this module engages the full run-up to U.S. involvement in World War II.

| | b. 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. c. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | |

	f. 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 topics.)	
Standard 3	**W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
Strand	**Key ideas and Details**	**Intervention Supports**
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.	**http://blogs.egusd.net/ccss/files/2013/10/K.gr_.Narr_.Rubric.4-1i6bzah.pdf** **R: Elk Grove, California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process. **http://blogs.egusd.net/ccss/files/2012/07/Writing-homework-CCSS-Tri-1-weekend-1s1cwy4-2c2cin9.pdf** R: Oak Grove, California Sample writing assessment for kindergarten using elements of writing standard 2
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	http://blogs.egusd.net/ccss/files/2013/10/1st.gr_.Narr_.Rubric.4-22gvexe.pdf **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	signal event order, and provide some 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.	**http://blogs.egusd.net/ccss/files/2013/10/2nd.gr_.Narr_.Rubric-1s4rrbh.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**http://blogs.egusd.net/ccss/files/2013/10/3rd.gr_.Narr_.Rubric.4-1jhmw4e.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	http://www.readwritethink.org/classroom-resources/lesson-plans/critical-perspectives-reading-writing-1060.html?tab=1#tabs ML: ReadWriteThink "Critical Perspectives : Reading and Writing About Slavery" In this lesson, students critically examine the perspectives of slaves and slave owners. Students begin by reading fiction and nonfiction texts about slavery. Through discussion and a K-W-L chart, students monitor their learning. Next, students analyze the K-W-L information and create a T-chart to compare the two perspectives using this question as a springboard: "Why would each group have a different perspective, and is it justified to say that one perspective was right or wrong considering the historical context?" Finally, students choose one of three writing projects to synthesize their learning and demonstrate comprehension of the critical perspectives surrounding slavery. **http://blogs.egusd.net/ccss/files/2013/10/4th.gr_.Narr_.Rubric.4-1lq5h71.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process

		e. Provide a conclusion that follows from the narrated experiences or events.	
W.5.3		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to	**http://blogs.egusd.net/ccss/files/2013/10/5th.gr_.Narr_.Rubric.4-1trakmh.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	convey experiences and events precisely. e. Provide a conclusion that follows from 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. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop, experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from	**http://blogs.egusd.net/ccss/files/2013/10/6th.gr_.Narr_.Rubric.4-1fz9mxe.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**http://blogs.egusd.net/ccss/files/2013/10/7.8.narrative.rubric.for_-27qe5vd.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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	http://www.pd360.com/index.cfm?ContentId=7704 V: PD360 Common Core in the Classroom series shows a model lesson on meeting RL8.1, RI8.3, W8.3a, SL8.1c. Lesson plan and guide included. **http://blogs.egusd.net/ccss/files/2013/10/7.8.narrative.rubric.for_-27qe5vd.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

		naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,	**http://blogs.egusd.net/ccss/files/2013/10/9.10.narrative.rubric.for_-26dc43f.pdf** **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.	

	and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	

	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
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. a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	https://www.teachingchannel.org/videos/high-school-biography-project V: Teaching Channel "Researching & Portraying Influential People" Research an influential person and deliver a monologue based on that research- creating a living wax museum. http://blogs.egusd.net/ccss/files/2013/10/EGUSD-Rubric-11th-12th.CCSS_.Narr_.WM_-119pugo.pdf **R: Elk Grove California Narrative Rubric** The Elk Grove Unified School District (EGUSD) created Common Core State Standards-aligned writing rubrics as a resource to assist teachers. These rubrics are intended to help in instructional planning and to provide guidance in assisting students with the writing process.

	c. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Standard 4	**W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
Strand	**Key ideas and Details**	**Intervention Supports**
W.K.4	(Begins in grade 3)	
W.1.4	(Begins in grade 3)	
W.2.4	(Begins in grade 3)	
W.3.4	With guidance and support from adults, produce writing in	https://www.teachingchannel.org/videos/3rd-grade-descriptive-writing V: Teaching Channel "Monster Match: Using Art to Improve Writing" Explore and evaluate use of adjectives in descriptive writing.

	which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-377.html?tab=1#tabs ML: ReadWriteThink "A Bad Case of Bullying" This lesson provides an opportunity for students to reflect upon and personally relate to a teacher read-aloud of a narrative story. The lesson could be used with other stories; however, *A Bad Case of Stripes* allows for a personal connection by having students reflect on similar situations or emotions in their own lives. Acceptable behaviors and ways to prevent bullying in the classroom and school are also discussed
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.)	http://www.readwritethink.org/classroom-resources/lesson-plans/beyond-history-books-researching-30927.html?tab=1#tabs ML: ReadWriteThink "Beyond History Books" In this lesson, students explore a historic event in depth by reading fiction and nonfiction literature. Then, to enhance and extend the reading experience, students participate in website exploration and virtual field trips. Throughout the process, students gather facts and relevant information, which they later organize and present to the class. This lesson is easily adaptable to accommodate a wide range of historic events, instructional objectives, and grade levels.
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.)	http://www.readwritethink.org/classroom-resources/lesson-plans/writing-motivating-students-write-871.html ML: ReadWriteThink "How To Writing: Motivating Students to Write for a Real Purpose" Students first learn about the how-to writing genre by reading an assortment of instruction manuals. This also demonstrates how how-to writing relates to their everyday lives. The teacher then models each step of the writing process as the students write about how to be successful fourth graders. After students publish their writing, the final drafts are saved for the following year's fourth graders to read at the beginning of the next school year.
W.6.4	Produce clear and coherent writing in which the development,	http://www.engageny.org/sites/default/files/resource/attachments/6m1.pdf ML: EngageNY "Myths: Not Just Long Ago" The entire three unit module showcases excellent reading and writing instruction. In Unit 3, students shift their focus to narrative writing skills. This series of

		writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.
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.)	**http://achievethecore.org/content/upload/Hawkins_Reading_and_Writing_in_Content.pdf** **R: Achieve The Core "Knowing, Thinking and Writing"** One school's experience of discovering the impact of content mastery on student writing. Includes stories, techniques, and examples. By teacher Joey Hawkins. 10-pg PDF.
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.)	**http://vimeo.com/album/2777080/video/55951303** **V: The Reading and Writing Project "Whole Class Instruction: Teaching Students to Organize Informational Texts to Support a Claim" A video by The Teacher's College and Lucy Caulkins demonstrates a teacher supporting students in organizing informational writing.**
W.9-10.4	Produce clear and coherent writing in which the development,	https://www.teachingchannel.org/videos/high-school-writing-lesson-idea

		V: Teaching Channel "Small Group Writing" This video shows how to make small group writing more effective and meaningful through discussion and read aloud. Demonstrates how to have student check for coherence and understanding in their own work.
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.)	https://www.teachingchannel.org/videos/creating-found-poems-lesson V: Teaching Channel "Creating found poems" – A teacher models a strategy to revisit a text, analyze word choice and create a shared understanding of theme for writing.
Standard 5		**W.CCR.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Strand	**Key ideas and Details**	**Intervention Supports**
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy • Writing workshop for young writers. This format helps young writers gain focus to their writing, learning a strategy to use independently as they grow as a writer. Full lesson plan. V- Video ML- Model Lesson PL- Professional Learning

		• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. ML – Model Lesson S- Strategy • From ReadWriteThink comes an editing checklist for self- and peer editing. This is a powerful reinforcement strategy that can be coupled with teacher feedback. • Some other self- and peer editing ideas from ReadWriteThink. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy • From ReadWriteThink comes an editing checklist for self- and peer editing. This is a powerful reinforcement strategy that can be coupled with teacher feedback. • Some other self- and peer editing ideas from ReadWriteThink. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. ML – Model Lesson

	(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	• "Voting! What's It All About" is a complete lesson from ReadWriteThink. Many reading standards are also addressed as well as writing standard 1 and S- Strategy • From ReadWriteThink comes an editing checklist for self- and peer editing. This is a powerful reinforcement strategy that can be coupled with teacher feedback. • Some other self- and peer editing ideas from ReadWriteThink. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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 on pages 28 and 29.)	ML – Model Lesson • "Voting! What's It All About" is a complete lesson from ReadWriteThink. Many reading standards are also addressed as well as writing standard 1 and PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. ML – Model Lesson • "Voting! What's It All About" is a complete lesson from ReadWriteThink. Many reading standards are also addressed as well as writing standard 1 and PL- Professional Learning

	including grade 5 on pages 28 and 29.)	• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. ML – Model Lesson • Using *The Diary of Anne Frank* original and revised passages, students witness firsthand the revision process as Anne revised with her audience in mind. Lesson Plan PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. ML – Model Lesson • Using *The Diary of Anne Frank* original and revised passages, students witness firsthand the revision process as Anne revised with her audience in mind. Lesson Plan PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.

	including grade 7 on page 52.)	
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. ML – Model Lesson • Using *The Diary of Anne Frank* original and revised passages, students witness firsthand the revision process as Anne revised with her audience in mind. Lesson Plan V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. ML – Model Lesson V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	R-Resources • Persuasion Map from ReadWriteThink link. Even though the 3.5 paragraph essay is only a scaffold for early writers, it can be a good way to begin thinking about organization and using evidence. Students use this interactive map to organize their research and evidence and can print the final product. ML – Model Lesson V – Video • Teaching Channel video, "Small Group Writing" shows a class in action. These peers work through the writing, assisting with revision. It is another angle in revision approach. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
Standard 6		**W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others**
Strand	**Key ideas and Details**	**Intervention Supports**
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.	http://www.readwritethink.org/classroom-resources/lesson-plans/book-buddy-biographies-intermediate-160.html?tab=2#tabs ML: ReadWriteThink "Book Buddy Biographies" In this lesson, students create a personalized biography for their reading buddy as a great way to break the ice when Book Buddies meet for the first time. Students brainstorm questions they can ask to get to know their Book Buddy. They then use the questions to interview their Book Buddies. They write a biography of their new friend and publish it using an online tool.
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.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.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.	https://www.teachingchannel.org/videos/3rd-grade-descriptive-writing V: Teaching Channel "Monster Match: Using Art to Improve Writing" Explore and evaluate use of adjectives in descriptive writing.
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.	http://www.readwritethink.org/classroom-resources/lesson-plans/critical-perspectives-reading-writing-1060.html?tab=1#tabs ML: ReadWriteThink "Critical Perspectives : Reading and Writing About Slavery" In this lesson, students critically examine the perspectives of slaves and slave owners. Students begin by reading fiction and nonfiction texts about slavery. Through discussion and a K-W-L chart, students monitor their learning. Next, students analyze the K-W-L information and create a T-chart to compare the two perspectives using this question as a springboard: "Why would each group have a different perspective, and is it justified to say that one perspective was right or wrong considering the historical context?" Finally, students choose one of three writing projects to synthesize their learning and demonstrate comprehension of the critical perspectives surrounding slavery.
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.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.	
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.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.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.1-12.6	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.	
Standard 7	**W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**	
Strand	**Key ideas and Details**	**Intervention Supports**
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).	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy V- Video

		ML- Model Lesson • This short focused research project about the moon has ties to reading, research, science and engineering practices, connections to nature of science, and 21st century skills. It clearly defines the research question, sub-questions, vocabulary, conceptual understanding, and what students will be able to do. Inside this comprehensive plan are also suggested formative and summative/performance tasks as well as needed texts, resources and materials. • Writing workshop for young writers. This format helps young writers gain focus to their writing, learning a strategy to use independently as they grow as a writer. Full lesson plan **PL- Professional Learning** • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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).	**R-Resources** • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. **ML – Model Lesson** • Writing workshop for young writers. This format helps young writers gain focus to their writing, learning a strategy to use independently as they grow as a writer. Full lesson plan **PL- Professional Learning** • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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).	**R-Resources** • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. **PL- Professional Learning** • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.3.7	Conduct short research projects that build knowledge about a topic.	**R-Resources** **ML – Model Lesson** • "Voting! What's It All About" is a complete lesson from ReadWriteThik that walks students through research, sources and eventually writing an opinion essay. The section featured here, section 5, is step-by-step plans on exploring internet resources.

		• This short focused research project about the moon has ties to reading, research, science and engineering practices, connections to nature of science, and 21st century skills. It clearly defines the research question, sub-questions, vocabulary, conceptual understanding, and what students will be able to do. Inside this comprehensive plan are also suggested formative and summative/performance tasks as well as needed texts, resources and materials. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	R-Resources ML – Model Lesson • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • This short focused research project about the moon has ties to reading, research, science and engineering practices, connections to nature of science, and 21st century skills. It clearly defines the research question, sub-questions, vocabulary, conceptual understanding, and what students will be able to do. Inside this comprehensive plan are also suggested formative and summative/performance tasks as well as needed texts, resources and materials. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	R-Resources V-Video • A video from Teaching Channel that models a lesson to help students use precise vocabulary to improve internet searches. ML – Model Lesson • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. PL- Professional Learning

		• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	R – Resources • Glencoe produced a research and report writing packet of teacher considerations and student handouts. This collection walks students through choosing and narrowing a topic all the way to evaluating the finished writing. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. V-Video • A video from Teaching Channel that models a lesson to help students use precise vocabulary to improve internet searches. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
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.	R – Resources • Glencoe produced a research and report writing packet of teacher considerations and student handouts. This collection walks students through choosing and narrowing a topic all the way to evaluating the finished writing. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. V-Video • A video from Teaching Channel that models a lesson to help students use precise vocabulary to improve internet searches. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.

| 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 | R – Resources
• Glencoe produced a research and report writing packet of teacher considerations and student handouts. This collection walks students through choosing and narrowing a topic all the way to evaluating the finished writing.

ML – Model Lesson
• This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources.
• "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources.

V-Video
• A video from Teaching Channel that models a lesson to help students use precise vocabulary to improve internet searches.
PL- Professional Learning
• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. |
| 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. | R – Resources
• Glencoe produced a research and report writing packet of teacher considerations and student handouts. This collection walks students through choosing and narrowing a topic all the way to evaluating the finished writing.

ML – Model Lesson
• This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources.

V-Video
• A video from Teaching Channel that models a lesson to help students use precise vocabulary to improve internet searches.
PL- Professional Learning
• *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing. |

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.	R – Resources • Glencoe produced a research and report writing packet of teacher considerations and student handouts. This collection walks students through choosing and narrowing a topic all the way to evaluating the finished writing. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. PL- Professional Learning • *Teaching the Writer* is an instructional DVD with video segments to help lead in teacher professional growth. Viewers will find clips of teachers, administrators, students and other writing leaders discussing research-based practices in the teaching of writing.
Standard 8		**W.CCR.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.**
Strand	**Key ideas and Details**	**Intervention Supports**
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy V- Video ML- Model Lesson PL- Professional Learning
W.1.8	With guidance and support from adults, recall information from experiences or gather information from	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy

	provided sources to answer a question.	• A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. ML – Model Lesson
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom.
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.	R-Resources • This teacher-created resource covers the gamut of opinion writing in the primary grades. There are texts, plans, strategies, student samples, rubrics, and activities. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. ML – Model Lesson • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • Learning how to gather facts is difficult for students, but this lesson with both modeling and student interactive components is an engaging approach to fact finding. • From KET/PBS LearningMedia is a lesson that guides students through gathering information and writing a short report. Complete lesson plan with videos, graphic organizers and handouts. • This lesson guides students through paraphrasing and could be coupled with discussion and practice on summarizing when they are ready.
W.4.8	Recall relevant information from experiences or gather relevant information	R-Resources S- Strategy

	from print and digital sources; take notes and categorize information, and provide a list of sources.	• A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. ML – Model Lesson • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • Learning how to gather facts is difficult for students, but this lesson with both modeling and student interactive components is an engaging approach to fact finding. • From KET/PBS LearningMedia is a lesson that guides students through gathering information and writing a short report. Complete lesson plan with videos, graphic organizers and handouts. • This lesson guides students through paraphrasing and could be coupled with discussion and practice on summarizing when they are ready.
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.	R-Resources • The University of Wisconsin offers a short, 6 ways to tell if your website is credible. As students begin to conduct their own research, teachers can incorporate the consideration of these things. S- Strategy • A 2nd grade teacher shares her technique for engaging students in opinion thinking and writing by walking the audience through her plan and seeing the kids in action. While this is also a model lesson, she shares some strategies such as how she used QR codes in her classroom. V-Video ML – Model Lesson • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • From KET/PBS LearningMedia is a lesson that guides students through gathering information and writing a short report. Complete lesson plan with videos, graphic organizers and handouts. • This lesson guides students through paraphrasing and could be coupled with discussion and practice on summarizing when they are ready.
W.6.8	Gather relevant information from multiple print and	R – Resources • The University of Wisconsin offers a short, 6 ways to tell if your website is credible. As students begin to conduct their own research, teachers can incorporate the consideration of these things.

	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.	• This website guides students through purposeful research note-taking. Included are a template for note-taking, sample, and problems to avoid. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • This lesson guides students through paraphrasing and could be coupled with discussion and practice on summarizing when they are ready.
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.	R – Resource • This website guides students through purposeful research note-taking. Included are a template for note-taking, sample, problems to avoid. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. • "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources.
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	R – Resources • The University of Wisconsin offers a short, 6 ways to tell if your website is credible. As students conduct their own research, teachers can incorporate the consideration of these things. • This website guides students through purposeful research note-taking. Included are a template for note-taking, sample, problems to avoid. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources.

	and conclusions of others while avoiding plagiarism and following a standard format for citation	• "Cite Those Sources!", a ReadWriteThink lesson for younger students who are beginning to conduct more substantial research and collecting of evidence. Students will discuss plagiarism, practice paraphrasing and credit sources. • This lesson is attached to a unit that focuses on evaluating the credibility of sources. Included are essential questions, lesson overviews, handouts, presentation slides, and teacher notes. V – Video • This short video gives students questions to consider for source credibility. Included are actions students can take to determine credibility.
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.	R – Resources • The University of Wisconsin offers a short, 6 ways to tell if your website is credible. As students conduct their own research, teachers can incorporate the consideration of these things. • A complete collection of note-taking templates that is organized by source type (e.g., encyclopedia, website, magazine) and offers both MLA and APA citation guidance. • This website guides students through purposeful research note-taking. Included are a template for note-taking, sample, problems to avoid. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. • From ReadWriteThink comes a lesson that scaffolds the research process for students. Included are worksheets for research, sample student writing, rubrics and an internet citation checklist. • This lesson is attached to a unit that focuses on evaluating the credibility of sources. Included are essential questions, lesson overviews, handouts, presentation slides, and teacher notes. S – Strategies • A simple to understand and engaging way to look at plagiarism for older students. Included are a video, examples and a scavenger hunt. Link V – Video This short video gives students questions to consider for source credibility. Included are actions students can take to determine credibility.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches	R – Resources • The University of Wisconsin offers a short, 6 ways to tell if your website is credible. As students conduct their own research, teachers can incorporate the consideration of these things. • A complete collection of note-taking templates that is organized by source type (e.g., encyclopedia, website, magazine) and offers both MLA and APA citation guidance.

	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.	• This website guides students through purposeful research note-taking. Included are a template for note-taking, sample, problems to avoid. ML – Model Lesson • This mini-lesson is designed to be an engaging way for students to evaluate their evidence and cite their sources. • From ReadWriteThink comes a lesson that scaffolds the research process for students. Included are worksheets for research, sample student writing, rubrics and an internet citation checklist. • This lesson is attached to a unit that focuses on evaluating the credibility of sources. Included are essential questions, lesson overviews, handouts, presentation slides, and teacher notes. S – Strategies • A simple to understand and engaging way to look at plagiarism for older students. Included are a video, examples and a scavenger hunt. Link V – Video This short video gives students questions to consider for source credibility. Included are actions students can take to determine credibility.
Standard 9		**W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
Strand	**Key ideas and Details**	**Intervention Supports**
W.K.9	(Begins in grade 4)	
W.1.9	(Begins in grade 4)	
W.2.9	(Begins in grade 4)	
W.3.9	(Begins in grade 4)	
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). b. 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").	
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular	

	points in a text, identifying which reasons and evidence support which point[s]”).	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)	

W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

		a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to	

	literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-,	

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

Standard 10	W.CCR.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.
Strand	**Key ideas and Details**
W.K.10	(Begins in grade 3)
W.1.10	(Begins in grade 3)

Note: The "Intervention Supports" column header appears to the right in the table structure.

W.2.10	(Begins in grade 3)	
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.	
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.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.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.	
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.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.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.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 task, purposes, and audiences.	

Language

Standard 1	L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or spe
Strand	**Key ideas and Details**	**Intervention Supports**
L.K.1	a. Print many upper-and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words	R- http://www.literacycenter.net/print_practice/print-english-upperlower-letters.php V- http://www.handwritingforkids.com/handwrite/video.htm R-http://www.hwtears.com/hwt/why-it-works/teaching-order R- http://www.readingrockets.org/strategies/alphabet_matching

		(interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	
L.1.1		a. Print all upper- and lowercase letters. b. Use common, proper and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive and indefinite pronouns (e.g., I , me, my, they, them, their, anyone, everything) e. Use verbs to convey a sense of past, present, and future. f. Use frequently occurring adjectives.	R- http://www.literacycenter.net/print_practice/print-english-upperlower-letters.php A- https://www.spellingcity.com/worksheets/PartsofSpeech-PintheWordontheStudent.pdf R- http://www.scholastic.com/browse/lessonplan.jsp?id=1116 R- http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm R- http://www.internet4classrooms.com/skill_builders/alphabetize_language_arts_first_1st_grade.htm R: (Nouns Only) Very Proper Indeed by Scholastic V: Schoolhouse Rock- Busy Prepositions or Verb- In Action V: Fast Verb Chat by Elf Video R: Verb, Past, Present and Future Smart Table Activities (The sort in this video could easily be done as a sort, or as a sort on a smart board.) R: Pronouns http://www.towson.edu/ows/pronouns.htm

		g. Use frequently occurring conjunctions. h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
L.2.1		a. Use collective nouns (e.g., *group*).Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*).	R-http://www.internet4classrooms.com/skill_builders/irregular_plurals_language_second_2nd_grade.htm R- http://www.internet4classrooms.com/skill_builders/possessive_nouns_language_second_2nd_grade.htm R: (Nouns Only) Very Proper Indeed by Scholastic ML: Using Parts of Speech to Write Descriptive Sentences by ReadWriteThink A: Nouns, Proper, Common, Abstract and Collective by Mr. Nussbaum R: Grammar Blast-Houghton Mifflin English R: Reflexive Pronouns- An English Grammar Guide

	d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. 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.3.1	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns c. Use abstract nouns (e.g., *childhood*).	A- https://www.spellingcity.com/worksheets/PartsofSpeech-PintheWordontheStudent.pdf R- http://www.scholastic.com/browse/lessonplan.jsp?id=1116 R: (Nouns Only) Very Proper Indeed by Scholastic A- http://www.internet4classrooms.com/skill_builders/sentence_structure_language_arts_third_3rd_grade

		d. Form and use regular and irregular verbs	
		e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	
		f. Ensure subject-verb and pronoun-antecedent agreement.*	
		g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	
		h. Use coordinating and subordinating conjunctions.	
		i. Produce simple, compound, and complex sentences.	
L.4.1		a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*) b. Form and use the progressive (e.g., *I was walking; I am*	R- 40 Reading Intervention Strategies for K-6 Students. Written by Elaine K. McEwan-Adkins. Pages 203-210. Teaching Pronouns to Improve Inferential Comprehension. A- http://www.internet4classrooms.com/skill_builders/verb_study_language_arts_fourth_4th_grade.htm A-http://www.internet4classrooms.com/skill_builders/sentence_structure_language_arts_fourth_4th_grade.htm A- http://www.internet4classrooms.com/skill_builders/usage_errors_language_arts_fourth_4th_grade.htm

	walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	
L.5.1	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	A- http://www.internet4classrooms.com/skill_builders/usage_errors_language_arts_fifth_5th_grade.htm A-http://www.internet4classrooms.com/skill_builders/adjective_adverb_language_arts_fifth_5th_grade.htm

	b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	
L.6.1	a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	R- 40 Reading Intervention Strategies for K-6 Students. Written by Elaine K. McEwan-Adkins. Pages 203-210. Teaching Pronouns to Improve Inferential Comprehension. A- http://www.internet4classrooms.com/skill_builders/prepositions_language_arts_sixth_6th_grade.htm R: 15 Grammar Goofs that Make You Look Silly by Copyblogger

L.7.1	a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	A-http://www.internet4classrooms.com/skill_builders/phrases_clauses_language_arts_seventh_7th_grade.htm
L.8.1	a. Explain the function of verbals *(gerunds, participles, infinitives)* in general and their function in a particular sentence. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	A-http://www.internet4classrooms.com/skill_builders/subject_verb_agreement_language_arts_eighth_8th_grade A-http://www.internet4classrooms.com/skill_builders/phrases_clauses_language_arts_eighth_8th_grade.htm
L.9-10.1	a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses	R- http://examples.yourdictionary.com/parallel-structure-examples.html R- https://www.prismnet.com/~hcexres/style/phrases_clauses.html A-https://www.sinclair.edu/centers/tlc/pub/handouts_worksheets/grammar_punctuation_writing/prepositional_

	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
L.11-12.1	a. Apply the understanding that usage is a matter of convention, can change over time, and it is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g. Merriam-Webster's Dictionary of English-Usage, Garner's Modern American Usage) as needed.	ML: Fanatically Grammatically Correct by the New York Times In this lesson, students reflect on how pu shapes meaning, then research guidelines for correct usage. Through a series of brief writing assignm explore how creative writers employ punctuation as an essential tool in their craft. Then, they create teach elementary school students how to properly punctuate. V/R: Grammar Girl Comments on Weird Al's "Word Crimes" Grammar Girl comments on why she doe: Al's parody "Word Crimes" which of course will lead to showing the parody video itself. R: Ghost Words by Grammar Girl. A discussion on words that came into our language by mistake- pro conventions really can change over time, and sometimes completely by accident. (Grammar Girl is a g for many grammar, convention, usage related strands.) R/ PL: Who Makes the Grammar Rules? By English Plus
Standard 2	L.CCR.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling w		
Strand	**Key ideas and Details**	**Intervention Supports**
L.K.2	a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	A-http://www.internet4classrooms.com/skill_builders/reading_simple_sentences_language_arts_kindergarten_k

	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
L.1.2	a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	A-http://www.internet4classrooms.com/skill_builders/capitalization_punctuation_language_arts_first_1st_grade. V- http://www.watchknowlearn.org/Category.aspx?CategoryID=251 A: Play a Spelling Game **Flyswatter game** • Prepare one or more overheads with the target vocabulary. Variations: You can also use flashcards stuck to the b magnets, or write vocabulary words on the board, or even use a smartboard screen. • Divide the class into two teams. The first student in each team is given a flyswatter. They stand up next to a stoo the room, looking at the board/screen. The teacher calls out a word. • The students may not move away from the stool until they locate the correct item, which they then go "swat" w flyswatter. The first student to swat the correct picture wins a point for his/her team. If contested, the flyswatter wins. • Only allow one swat per player, so if one player hits an incorrect answer, the other player can take his/her time s answer. If neither player knows the answer, the whole class identifies the answer • The two students return to the end of their team's line. • (Note: you can subtract five points if a player touches another person with the flyswatter. Also consider stopping students hit too hard, or if the lines are getting restless.) **Variation: desktop partner version:** • Students pair up and place their desks facing each other. The paper with the pictures is placed in the middle. • When the teacher says the word, students put their finger (or a sponge paintbrush) on the correct answer. Some them each a different color crayon or marker to mark the answer. The first student gets a point. If they don't agre first, neither gets a point. • The advantage is that all students are on-task for every item. **Grab-it (a variation with no fly-swatter)** • Use flashcards of vocabulary laid out on the board or between pairs at desks. • The teacher calls out a vocabulary word. The First student to touch/grab/hit/snatch the correct card gets to take (or an argument over who was first), the card is set aside—nobody gets it. • Student or team with the most cards at the end wins. **Hold it up** • Create two identical sets of flashcards that feature the words to be taught. Each set of cards should be placed fa

		or chair in front of the classroom. • Two children are chosen to come to the front of the room, and each is to stand behind one of the sets of flashca then calls out a word. The pupils must look through their respective piles and hold up that number. The first child correct number gets to play again (or earns a point for their team). • Another student is selected to compete against the winner (or two different students go next if you are playing i on. Ten minutes is ample time for this activity.
L.2.2	Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form a contraction. Generalize learned spelling patterns when writing words (e.g., cage → *badge; boy → boil*). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	A- http://www.internet4classrooms.com/skill_builders/punctuation_language_second_2nd_grade.htm A- http://www.internet4classrooms.com/skill_builders/contractions_language_second_2nd_grade.htm A- http://www.internet4classrooms.com/skill_builders/spelling_language_second_2nd_grade.htm
L.3.2	Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). Use spelling patterns and generalizations (e.g., *word families, position-based*	V- http://www.watchknowlearn.org/Video.aspx?VideoID=24957&CategoryID=251 A- http://www.education.com/activity/article/race_for_spelling_patterns_third/ A: Play Spelling Games

	spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

L.4.2	Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations for a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.	A- http://www.savethecomma.com/game/
		
		  A- http://www.internet4classrooms.com/grade_level_help/comma_usage_language_arts_fourth
		  B-
		
		A: Play a Spelling Game

L.5.2	Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). Use underlining, quotation marks, or italics to indicate titles of works.	A- http://www.internet4classrooms.com/skill_builders/usage_errors_language_arts_fifth_5th_grade.htm A-http://www.internet4classrooms.com/skill_builders/capitalization_contraction_language_arts_fifth_5th_grade. A: Play a Spelling Game

	Spell grade-appropriate words correctly, consulting references as needed.	
L.6.2	Use punctuation (commas, parentheses, dashes0 to set off nonrestrictive/parenthetical elements.* Spell correctly.	R- http://www.harcourtschool.com/glossary/grammar/index_word.html?grade=4&word=colon4.html A- http://www.internet4classrooms.com/skill_builders/punctuation_language_arts_sixth_6th_grade.htm
L.7.2	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). Spell correctly.	A- http://www.internet4classrooms.com/skill_builders/grammar_language_arts_seventh_7th_grade.htm A: Play a Spelling Game V: Using a Comma After a Dependent Clause
L.8.2	Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use and ellipsis to indicate an omission. c. Spell correctly.	PL: Using PodCasts (Grammar Girl) to Teach Comma Splices by Arizona K12 System R: Elipses Spurned by Grammar Girl V: Using Elipses by LearnZillion V: Using a Comma by LearnZillion ML: Using Punctuation for Pauses/ Breaks
L.9-10.2	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.	V- http://teacherpages.hallco.org/webpages/jrountree/index.cfm?subpage=1181161 ML- http://www.readwritethink.org/classroom-resources/lesson-plans/every-punctuation-mark-matte R: Semicolons, Colons and Quotation Marks by OWL Perdue University
L.11-12.2	Observe hyphenation conventions. Spell correctly.	R- https://owl.english.purdue.edu/owl/resource/576/01/

Standard 3	L.CCR.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Strand	Key ideas and Details	Intervention Supports
L.K.3	(Begins in grade 2)	
L.1.3	(Begins in grade 2)	
L.2.3	Compare formal and informal uses of English.	V- http://www.youtube.com/watch?v=zwix8S3RfaY R-http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/language/l23.aspx
L.3.3	Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written Standard English.	R- http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l33.as V- http://vimeo.com/29532229
L.4.3	Choose words and phrases to convey ideas precisely.* Choose punctuation for effect.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	A- http://www.greatschools.org/worksheets-activities/6665-punctuating-a-paragraph.gs Punctuating a paragraph correctly for effect.
L.5.3	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers*)	

	used in stories, dramas, or poems.	
L.6.3	Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	
L.7.3	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	
L.8.3	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	http://www.internet4classrooms.com/skill_builders/proofreading_language_arts_eighth_8th_grade.htm
	L.CCR.3: Apply knowledge of language to understand how language functions in different contexts, to make effect for meaning or style, and to comprehend more fully when reading or listening.	
L.9-10.3	a. 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.11-12.3	a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance	

Strand	Key ideas and Details	Intervention Supports
	as needed; apply an understanding of syntax to the study of complex texts when reading.	
Standard 4	**L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-l and content.**	
Strand	**Key ideas and Details**	**Intervention Supports**
L.K.4	- based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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.	
L.1.4	- based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional	

		forms (e.g., *looks, looked, looking*).	
L.2.4	-based on grade 3 reading and content, choosing flexibility from an array of strategies. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	A- http://www.internet4classrooms.com/skill_builders/word_additions_language_second_2nd_grade.htm R- http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/language/l24.aspx

L.3.4	- based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. 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*). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	R- http://www.readtennessee.org/teachers/common_core_standards/3rd_grade/language/l34.as
L.4.4	-based on grade 3 reading and content, choosing flexibility from an array of strategies. Use context (e.g., definitions, examples, or	

	restatements in text) as to the meaning of a word or phrase. Us e common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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.5.4	- based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). Consult reference materials (e.g., dictionaries, glossaries,	

	thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.6.4	-based on grade 6 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words' position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).* Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning. 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	-based on *grade 7 reading and content*, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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	-based on grade 8 reading and content, choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words' position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede).* 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. 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).	A-http://www.internet4classrooms.com/skill_builders/vocabulary_builders_language_arts_eighth_8th_grade.htm
L.9-10.4	- based on *grades 9–10 reading and content,*	

	choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
I.11-12.4	-based on grade 11-12 reading and content,	

	choosing flexibility from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words' position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., conceive, conception, conceivable).* 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 standard usage. 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).	
Standard 5	**L.CCR.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
Strand	**Key ideas and Details**	**Intervention Supports**

L.K.5	With guidance from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	
L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the	

	concepts the categories represent. 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). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 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.2.5	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	A- http://www.internet4classrooms.com/skill_builders/opposites_language_second_2nd_grade.htm
L.3.5	a. Distinguish the literal and nonliteral meanings of	

	words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	
L.4.5	Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
L.5.5	a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common	V- https://www.teachingchannel.org/videos/poetry-and-technology Workstations examining figurative language with poetry. A clear explanation of how to integrate technology into understanding of figurative language. R- http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/5th%20grade%20resource %20fig%20lang/5th%20-%20figurative%20language.pdf

	idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Students work to identify figurative language; contains multiple activities to support student learning and their abi demonstrate their understanding of word relationships. A-http://www.internet4classrooms.com/grade_level_help/literature_figurative_language_language_arts_fifth_5t Website containing multiple lesson and activities centered on teaching figurative language. This resource may be activities that encourage students to demonstrate an understanding of figurative language and word relationships encouraged to be critical consumers of these resources. A- http://www.internet4classrooms.com/skill_builders/antonyms_synonyms_language_arts_fifth_5th_grade.htm
L.6.5	Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	
L.7.5	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better	A- http://www.internet4classrooms.com/skill_builders/synonyms_antonyms_homonyms_language_arts_seventh A- http://www.internet4classrooms.com/skill_builders/analogies_language_arts_seventh_7th_grade.htm

	understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	
L.8.5	Interpret figures of speech (*e.g., verbal irony, puns)* in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	http://www.internet4classrooms.com/skill_builders/vocabulary_builders_language_arts_eighth_8th_grade.htm
L.9-10.5	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. Distinguish among the connotations (associations) of words with similar denotations	

	(definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	
L.11-12.5	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations	
Standard 6	**L.CCR.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficie writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering knowledge when encountering an unknown term important to comprehension or expression.**	
Strand	**Key ideas and Details**	**Intervention Supports**
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
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.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*	R- http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/language/l26.aspx

	happy that makes me happy).	
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.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.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.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.	
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.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.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.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.	

Speaking and Listening

Standard 1	SL.CCR.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.	
Strand	**Key ideas and Details**	**Intervention Supports**
SL.K.1	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	
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. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under 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. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others.	

	c. Ask for clarification and further explanation as needed about the topics and texts under 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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	
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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make	

	comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	

	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	
SL.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. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	

	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
SL.11-12.1	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made	

	on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task	
Standard 2	**SL.CCR.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**	
Strand	**Key ideas and Details**	**Intervention Supports**
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.	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
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.	A: Main Idea Graphic Organizer by Scholastic
SL.4.2	Paraphrase portions of a text read aloud or 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.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	Key ideas and Details	Intervention Supports
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.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.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
SL.11-12.2	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	
Standard 3	**SL.CCR.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**	
Strand	**Key ideas and Details**	**Intervention Supports**
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
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.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.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and 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.	
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.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.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.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.	
Standard 4	**SL.CCR.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.**	
Strand	**Key ideas and Details**	**Intervention Supports**
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
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.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.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.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.	
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.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.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.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.	
Standard 5	**SL.CCR.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**	
Strand	**Key ideas and Details**	**Intervention Supports**
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
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.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.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	
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.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Strand	Key ideas and Details	Intervention Supports
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and 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.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	
Standard 6	**SL.CCR.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**	
Strand	**Key ideas and Details**	**Intervention Supports**
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	
SL.1.6	Produce complete sentences when appropriate to task and situation.	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
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.	
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
SL.9-10.6	Adapt speech to a variety of contexts and 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.	