



California's **COMMON CORE** Content Standards Sixth Grade

Map to Current Standards Prompts for Implementation

Essential Skills/Concepts
Academic Vocabulary
Question Stems

California CCSS assessments are set to roll out in the spring of 2014.
The earliest that new CCSS curriculum is projected to be considered for adoption will be 2014-15.
We are launching into CCSS using the curriculum and the materials we have now.
The prompts for implementation in this document were prepared by the Tulare County Office of Education.
The map to current standards was created by the Sacramento County Office of Education.
Together, they appear to be a good starting point for CCSS implementation.

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California's
COMMON CORE
Content Standards for
ELA and Mathematics
Sixth Grade

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READING STANDARDS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

LITERATURE

Key Ideas and Details

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

CURRENT standard: 2.7 Make reasonable assertions about a text through accurate, supporting citations.

RL 5.1

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 6.1

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 7.1

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|---------------------|
| • analyze | analizar |
| • explicit | explícito |
| • inference | inferencia |
| • textual evidence | textuales |
| • conclude | concluir |
| • author's purpose | propósito del autor |

ESSENTIAL SKILLS/CONCEPT

- Reading comprehension
- Draw inferences
- Cite specific examples and details to support inferences
- Analyze the text

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *cite explicit textual evidence* as well as *draw inferences* about the drake and the duck from Katherine Paterson's *The Tale of the Mandarin Ducks* to support their *analysis* of the perils of vanity.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Why did the author write this piece?
- What inferences can you make?
- What information would you need to support the inference?
- Analyze the passage, what can you conclude?
- When you analyze the text, what inference can you make?
- How does the textual evidence support your conclusion?
- What was the author's purpose
- What can you conclude from the text?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: Explain how an author develops the point of view of the narrator or speaker in a text. 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.

RL 5.2

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 6.2

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.

RL 7.2

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|--------------|
| • theme | tema |
| • central idea | idea central |
| • convey | |
| • details | detalles |
| • summarize | resumir |
| • distinct | distinto |
| • fact | |
| • opinion | opinion |
| • judgment | |

ESSENTIAL SKILLS/CONCEPT

- Reading Comprehension
- Recognize and analyze theme
- Understand symbolism
- Make inferences
- Support theme or idea with details from the text
- Summarize
- Understand the difference between fact and opinion or judgment

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What does the story suggest about life?
- What does _____ represent in this story?
- Which of the following best captures the theme?
- In what way is _____ like _____?
- The words in this sentence create the impression that _____.
- How can you best summarize the text?
- Is your summary free of personal opinions or judgements?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Analyze the influence of setting on the problem and its resolution.

RL 5.3

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 6.3

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL 7.3

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------------------|------------|
| • describe | describir |
| • plot | |
| • episodes | episodios |
| • characters/character traits | |
| • resolution | resolución |
| • dialogue | diálogo |

ESSENTIAL SKILLS/CONCEPT

- Describe a plot
- Sequence a series of episodes in a story or drama
- Identify the problem
- Summarize
- Describe how characters change throughout a story or drama
- Determine the resolution of a story or drama
- Describe how characters respond as the plot moves toward resolution

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Summarize the story or drama using key information.
- Sequence the story or drama
- Describe how a character evolves with the plot
- Describe the plot of a story or drama.
- How does the plot unfold?
- Describe the problem. How was it resolved?
- What can you infer about _____? (character, plot, resolution)
- The character's reactions in paragraph ____ tells the reader that _____.
- At what point in the story did the character begin to change?

READING STANDARDS

Craft and Structure

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

CURRENT standard: 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

RL 5.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL 6.4

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.

RL 7.4

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------------|------------|
| • phrases | frases |
| • figurative meaning | figurativo |
| • connotative meaning | |
| • analyze | analizar |
| • specific | especifico |
| • impact | impacto |
| • meaning | |
| • tone | tono |
| • word choice | |
| • determine | determinar |

ESSENTIAL SKILLS/CONCEPT

- Understand synonyms
- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Compare & contrast
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Interpret words and phrases
- Make inferences

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What does the word/phrase _____ mean in this selection?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- Which of the following synonyms is closest in the meaning to the word _____?
- In this sentence, the word _____ means _____.
- Is a feeling or emotion associated with the word usage?
- How did the author use word choice to impact meaning and tone?
- What word(s) could you use to replace _____ in order to shift the tone?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RL 5.5

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 6.5

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.

RL 7.5

5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|----------------------|
| • analyze | analizar |
| • scene | escena |
| • stanza | |
| • text structure | estructura del texto |
| • theme | tema |
| • setting | |
| • plot | |

ESSENTIAL SKILLS/CONCEPT

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting and plot

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *analyze how* the opening *stanza* of Robert Frost's "The Road Not Taken" *structures* the rhythm and meter for the poem and how the *themes* introduced by the speaker *develop* over the course of *the text*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How does the theme, setting or plot develop?
- What words help the development of the theme, setting or plot?
- How does _____ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____?
- Analyze the text structure and explain why the author chose to write it this way.
- If you were to create an outline of this text, where would this particular sentence/ chapter/scene or stanza be placed?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RL 5.6

6. Describe how a narrator's or speaker's point of view influences how events are described.

RL 6.6

6. Explain how an author develops the point of view of the narrator or speaker in a text

RL 7.6

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

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-------------------|----------------|
| • author | autor |
| • point of view | punto de vista |
| • develop | |
| • narrator | narrador |
| • speaker in text | |

ESSENTIAL SKILLS/CONCEPT

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *explain* how Sandra Cisneros's choice of words *develops the point of view of the young speaker* in her story "Eleven."

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- Who is the narrator?
- From whose point of view is the text written?
- How did the author help develop the character's point of view?

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: not applicable

RL 5.7

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).

RL 6.7

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

RL 7.7

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).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------------|-----------------------|
| • compare | comparar |
| • contrast | contraste, contrastar |
| • experience | experiencia |
| • drama | drama |
| • poetry | poesía |
| • viewing | |
| • audio live version | |
| • perception | percepción |
| • similarities | similitudes |
| • differences | diferencias |

ESSENTIAL SKILLS/CONCEPT

- Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- Contrast what students “hear” and “see” when reading to what they perceive when they listen or watch

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *compare and contrast* the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a *multimedia* dramatization of the event presented in an interactive digital map (<http://www.paulreverehouse.org/ride/>), *analyzing* the impact of different *techniques* employed that are *unique to each medium*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How does reading a story compare to the audio or video version?
- What do you see/hear when reading the text?
- Explain your perception of what you hear and see.
- Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version.
- What was similar/different? How? Why?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Not applicable

CURRENT standard: not applicable

RL 5.8

8. (Not applicable to literature)

RL 6.8

8. (Not applicable to literature)

RL 7.8

8. (Not applicable to literature)

NOTES

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: 3.1 Identify the forms of fiction and describe the major characteristics of each form. 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

RL 5.9

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL 6.9

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.

RL 7.9

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|-----------------------|
| • compare | comparar |
| • contrast | contraste, contrastar |
| • similarities | similitudes |
| • differences | diferencias |
| • text | texto |
| • genres | géneros |
| • theme | tema |
| • historical novels | novellas históricas |
| • fantasy | fantasía |
| • realism | realismo |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

ESSENTIAL SKILLS/CONCEPT

- Understand the compare/contrast pattern
- Recognize text forms and genres
- Understand how themes are developed
- Identify text topics

QUESTIONS STEMS

- How are _____ and _____ alike/similar?
- How are _____ and _____ different?
- What are the text forms/genres of each selection?
- What is the topic or theme of each selection?
- Although the topic/theme of these passages is similar, how does the presentation differ?
- Why do you think the author used this approach in relaying the theme?

READING STANDARDS

Range of Reading & Level of Text Complexity

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

CURRENT standard: 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

RL 5.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RL 6.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 7.10

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-------------|
| • literature | literature |
| • drama | drama |
| • poetry | poesia |
| • fluency | fluidez |
| • comprehension | comprensión |

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

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

¹ Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS

INFORMATIONAL TEXT

Key Ideas and Details

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

CURRENT standard: CA 5th grade Reading Comprehension standard 2.4: Draw inferences, conclusions, generalizations about text and support them with textual evidence and prior knowledge.

RI 5.1

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|----------------|
| • analyze | analizar |
| • explicit | explícito |
| • inference | inferencia |
| • textual evidence | |
| • generalizations | generalización |
| • accurate | |
| • concepts | conceptos |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

RI 6.1

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ESSENTIAL SKILLS/CONCEPT

- Reading Comprehension
- Draw inferences
- Support inference with evidence from the text
- Analyze the text

QUESTIONS STEMS

- What does the author mean when he/she says _____?
- What conclusions can be drawn?
- What textual evidence does the text give to prove these generalizations accurate?
- Analyze the text and determine the most important concepts.

RI 7.1

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

RI 5.2

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 6.2

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.

RI 7.2

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|------------|
| • determine | determinar |
| • main ideas | |
| • support | |
| • summarize | resumir |
| • key details | |
| • explain | explicar |

ESSENTIAL SKILLS/CONCEPT

- Reading Comprehension
- Determine the central idea
- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is this text about?
- What are the main ideas developed in the text?
- After reading the text, which details support the main ideas?
- How did you decide that these details are important?
- What kind of details does the author use to support the main ideas?
- Write a short summary about what you have learned?
- Can you summarize the main ideas of the text in a sentence?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: not applicable

RI 5.3

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 6.3

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).

RI 7.3

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).

ACADEMIC VOCABULARY/

COGNATES

- | | |
|--------------|-------------|
| • analyze | analizar |
| • detail | detalle |
| • event | evento |
| • elaborate | elaborar |
| • illustrate | ilustrar |
| • explain | explicar |
| • anecdotes | anecdota(s) |
| • individual | individuo |
| • elaborate | elaborar |

ESSENTIAL SKILLS/CONCEPT

- Understand and identify how a key individual/event/idea is introduced
- Understand and identify how a key individual/event/idea is illustrated
- Understand and identify how a key individual/event/idea is elaborated upon
- Identify examples and anecdotes
- Understand how an event or idea is introduced

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *analyze in detail* how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author *introduces, illustrates, and elaborates* upon the events in Tubman's life.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Analyze in detail how an individual, event, or idea is introduced in a text.
- Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
- How did the individual/events/idea change over the course of the text?
- Where does the author provide an example or anecdote to support the development of an individual/event/idea?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RI 5.4

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. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

RI 6.4

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 7.4

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|------------|
| • phrases | frase(s) |
| • figurative meaning | ferguative |
| • connotative meaning | |
| • synonyms | sinónimo |
| • antonyms | antónimo |
| • analyze | analizar |
| • specific | específico |
| • impact | impacto |
| • meaning | |
| • tone | tono |
| • word choice | |
| • determine | determinar |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

ESSENTIAL SKILLS/CONCEPT

- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Make inferences

QUESTIONS STEMS

- What does the word/phrase _____ mean in this selection?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- Which of the following synonyms is closest in the meaning to the word _____?
- In this sentence, the word _____ means _____.
- What is the technical meaning of the word?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RI 5.5

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI 6.5

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.

a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.

RI 7.5

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|----------------------------|
| • analyze | analizar |
| • chapter heading | |
| • stanza | |
| • text structure | estructura del texto |
| • section | sección |
| • paragraph | párrafo |
| • graphics | gráfico(s) |
| • headings | |
| • captions | |
| • media | los medios de comunicación |
| • | |

ESSENTIAL SKILLS/CONCEPT

- Analyze text structure and its smaller parts
- Understand how ideas develop
- Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students identify the *overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How is this chapter/text organized?
- If you compared these two books about _____, how are the ideas or concepts the same? How are they different?
- Is this chapter (part of the book) organized chronologically, by cause/effect or problem/solution?
- Do the authors of both of these texts agree as to the cause and effect of ...?
- The author organized this chapter by chronological order, what organizational structure did the author of the other book use?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RI 5.6

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI 6.6

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI 7.6

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|----------------|
| • author | autor |
| • point of view | punto de vista |
| • develop | |
| • narrator | narrador |
| • speaker in text | |

ESSENTIAL SKILLS/CONCEPT

- Identify point of view
- Identify author's purpose
- Understand and explain how point of view /purpose develops and is conveyed

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the author's point or vies or purpose?
- How does the author's word choice help develop the point of view/purpose?
- Use the text to support how the point of view/purpose is conveyed by the author

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

RI 5.7

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI 6.7

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..

RI 7.7

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)

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|-------------|
| • media format | |
| • topic | tema |
| • issue | |
| • information | información |
| • synthesize | sintetizar |
| • summarize | resumir |

ESSENTIAL SKILLS/CONCEPT

- Integrate information from diverse media and formats
- Summarize information
- Develop understanding of a topic/issue

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What common understanding on the topic/issue did you develop?
- Which format best relays the message?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CURRENT standard: 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

RI 5.8

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI 6.8

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.

RI 7.8

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------------|-------------|
| • evaluate | evaluar |
| • argument | argumento |
| • distinguishing claim | |
| • evidence | |
| • valid | válido |
| • validity | validez |
| • claim | reclamación |

ESSENTIAL SKILLS/CONCEPT

- Understand how claims and/or arguments are supported
- Trace and evaluate arguments and claims
- Distinguish valid claims from claims that aren't supported

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the argument presented in the text?
- How is the argument developed and supported?
- Is the claim valid? Explain your answer.
- Show me evidence the supports the argument.
- Which of the evidence supporting the argument is most relevant?

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: not applicable

RI 5.9

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

RI 6.9

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).

RI 7.9

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-----------------------|
| • compare | comparar |
| • contrast | contraste, contrastar |
| • similar | similar |
| • difference | diferencia |
| • presentation | presentación |
| • event | evento |
| • point of view | punto del vista |
| • perspective | perspectiva |

ESSENTIAL SKILLS/CONCEPT

- Compare & contrast differing presentations of the same event
- Synthesize information

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Compare _____ presentation of _____ to _____ presentation of _____.
- How do the works of _____ differ from the works of _____?
- Explain the similarities and differences of _____ and _____.
- What is common in both texts?
- How do the texts differ?
- Which of the authors' approaches do you prefer? Why?

READING STANDARDS

Range of Reading & Level of Text Complexity

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

CURRENT standard: not applicable

RI 5.10

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI 6.10

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 7.10

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|---------------|
| • fluency | fluidez |
| • comprehension | comprensión |
| • non-fiction | no de ficción |

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

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

² Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING

Text Types & Purposes

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

CURRENT standard: 2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.

W 5.1

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 (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented..

W 6.1

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.

W 7.1

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - 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..

WRITING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- | | |
|---------------------------|------------------|
| • arguments | argumentos |
| • claims | reclamación |
| • clear reasons | razones claras |
| • relevant evidence | pertinente |
| • facts, reasons, details | razones/detalles |
| • credible source | creíble |
| • topic | tema |
| • thesis statement | |
| • persuade | persaudir |
| • style | estilo |
| • conclusion | conclusion |
| • transitions | transiciones |
| • supporting evidence | |

ESSENTIAL SKILLS/CONCEPT

- Understand the rhetoric of argument
- Introduce a precise claim
- Provide reasons and evidence to support claims
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships among claims and reasons
- Understand and use a formal style
- Provide an effective conclusion

TEACHING NOTES AND STRATEGIES

See Appendix C: Smoking page 36 - 37

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- How can you clearly introduce your claim?
- What reasons/evidence best supports your claim?
- Is the evidence relevant? Are your sources credible?
- What words will assist the reader in clarifying the relationship between the claim and reasons?
- What makes your piece formal in style?
- Is your concluding statement congruent with the argument presented?

WRITING STANDARDS

Text Types & Purposes

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

CURRENT standard: 1.2 Create multiparagraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.

W 5.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.

W 6.2

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic **or thesis statement**; 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.

W 7.2

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

WRITING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------------|-----------------|
| • expository | expositivo |
| • reason, detail, fact | razón, detalle |
| • explanation | |
| • elaboration | elaboración |
| • audience | audiencia |
| • thesis statement | |
| • formal style | estilo formal |
| • conclusion | conclusion |
| • introduction | introducción |
| • transitions | transiciones |
| • topic tema | |
| • compare/contrast | comparar/ |
| • | contraste, |
| • | contrastar |
| • cause/effect | causar o causa/ |
| | efecto |
| • formatting | formato |
| • heading | |
| • classification | clasificación |
| • selection | selección |
| • organization | organización |
| • analysis | análisis |
| • relevant content | contenido |
| | pertinente |

ESSENTIAL SKILLS/CONCEPT

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize transitional expressions to establish relationships among ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Understand and use a formal style

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- How can you clearly introduce your topic?
- What organizational structure will best enable to you to convey your information?
- What facts/details/examples/quotations help to develop your topic?
- What words will assist the reader in clarifying the relationship among the ideas and concepts?
- What makes your piece formal in style?
- Is your concluding statement consistent with the information presented?

WRITING STANDARDS

Text Types & Purposes

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

CURRENT standard: 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).

W 5.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.

W 6.3

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

W 7.3

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

WRITING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- plot
- characters personaje
- setting
- resolution resolución
- point of view punto de vista
- sensory details detalles sensoriales
- concrete concreto
- dialogue diálogo
- rising action
- sequence secuencia
- events eventos
- mood
- narrator narrador
- descriptive language
- transitions/story connectors

ESSENTIAL SKILLS/CONCEPT

- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide an effective conclusion

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- What experience or event will you write about?
- How will you introduce your characters and narrator?
- How will you organize the events in your story? Are they logical?
- What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- How can you use dialogue to convey the experience?
- How and where can the use of descriptive language assist in conveying the experience?
- Are the descriptive details provided relevant?
- How will you provide a satisfying conclusion?

WRITING STANDARDS

Production & Distribution of Writing

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

CURRENT standard: 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

W 5.4

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

W 6.4

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

W 7.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|--------------|
| • organization | organización |
| • style | estilo |
| • task | |
| • purpose | propósito |
| • audience | audiencia |

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

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

WRITING STANDARDS

Production & Distribution of Writing

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

CURRENT standard: 1.6 Revise writing to improve the organization and consistency of ideas \ within and between paragraphs.

W 5.5

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.

W 6.5

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.

W 7.5

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------|---------------|
| • planning | planeando (v) |
| • revising | revisando |
| • editing | |
| • rewriting | |
| • organization | organización |

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

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

WRITING STANDARDS

Production & Distribution of Writing

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

CURRENT standard: 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

W 5.6

6. 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

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

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|---------------|-------------|
| • publish | publicar |
| • keyboarding | |
| • medium | medio |
| • collaborate | colaborar |
| • interact | interactuar |
| • skills | |

ESSENTIAL SKILLS/CONCEPT

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum)
- Access and use the Internet

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What software will you use to create this document?
- How can the Internet serve as a tool for production, publication, and collaboration?
- What medium will you use to publish your writing so that others can access it?
- How will you use technology to collaborate and interact with others about your writing?

WRITING STANDARDS

Research to Build & Present Knowledge

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

CURRENT standard: 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.

W 5.7

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

W 6.7

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 7.7

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-------------------|---------------|
| • key words | |
| • site source | |
| • internet search | |
| • synthesize | sintetizar |
| • research | |
| • project | proyecto |
| • inquiry | |
| • bibliography | bibliografía |
| • investigation | investigación |
| • precise | precisor |

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

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

WRITING STANDARDS

Production & Distribution of Writing

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

CURRENT standard: 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information. 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.

W 5.8

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 6.8

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 7.8

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

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-------------------|--------------|
| • Research | |
| • Source | |
| • digital source | |
| • credible | creíble |
| • quote | |
| • quotation marks | |
| • summarize | resumir |
| • paraphrase | parafrasear |
| • plagiarism | plagio |
| • bibliography | bibliografía |

ESSENTIAL SKILLS/CONCEPT

- Gather print and digital information (research)
- Assess relevance of information
- Assess credibility of sources
- Utilize quotes
- Paraphrase correctly
- Create a bibliography

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively

SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

- How will you locate information from both print and digital sources?
- What makes this information relevant to the topic?
- How do you know that the source is credible?
- What direct quotes will you use?
- What conclusive information do you plan to include?
- How will you paraphrase the information?
- How do you cite (various) sources in a bibliography?

WRITING STANDARDS

Production & Distribution of Writing

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

CURRENT standard: 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. 2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.

W 5.9

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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]").
 - 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

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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").
 - 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

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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").
 - 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").

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------|----------|
| • analyze | analizar |
| • evidence | |
| • support | |
| • research | |
| • credible | creíble |
| • author | autor |
| • reason | razón |

ESSENTIAL SKILLS/CONCEPT

- Analyze literary or informational texts
- Identify evidence to support analysis/research
- Recognize and understand organizational structures

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively
SBAC Claim # 4: Conduct Research

QUESTIONS STEMS

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

WRITING STANDARDS

Range of Writing

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

CURRENT standard: not applicable

W 5.10

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 discipline-specific tasks, purposes, and audiences.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|---------------|-----------|
| • Reflection | reflexión |
| • Revision | revisión |
| • rough draft | |
| • editing | |
| • summary | resumen |

TEACHING NOTES AND STRATEGIES

No applicable

W 6.10

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 discipline-specific tasks, purposes, and audiences.

ESSENTIAL SKILLS/CONCEPT

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

QUESTIONS STEMS

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

W 7.10

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 discipline-specific tasks, purposes, and audiences.

SPEAKING & LISTENING

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension & Collaboration

Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CURRENT standard: not applicable

SL 5.1

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

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

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.

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

• precise language	lenguaje preciso
• collaborative	colaborativo
• discussion	discusión
• issues	
• express	expresar
• support	
• formal language	lenguaje formal
• evidence	
• elaborate	elaborar
• perspective	perspectiva
• reflection	reflexión
• paraphrase	parafrasear

ESSENTIAL SKILLS/CONCEPT

- Prepare for discussions by reading required material
- Express yourself clearly
- Know how to incorporate evidence or information about the topic, text, or issue during the discussion
- When working in groups:
 - Know what behaviors are appropriate
 - Know the roles and the tasks associated with the role
 - Come to agreement on goals for the group and deadlines for completing the task
- Pose and respond to questions
- Contribute to the discussion by elaborating on the comments of others
- Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.
- Review key ideas discussed by paraphrasing them

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- How did you prepare for today's discussion?
- What are some questions you might ask during the discussion?
- Based on what you read, what might you want to discuss more deeply with your group?
- Will your group need to designate group tasks? How will you decide what roles you will take?
- How did you contribute to the group?
- After listening to the group discussion, reflect on what you heard? Do you agree with the ideas?
- Can you paraphrase key ideas?
- In writing, review the key ideas expressed during the discussion.
- Was the group discussion effective? What did you learn?

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: not applicable

SL 5.2

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 6.2

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 7.2

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|----------------------|
| • Interpret | interpretar |
| • diverse media | |
| • formats | formatos |
| • visually | visualmente |
| • quantitatively | cuantitativamente |
| • orally | oralmente |
| • contributes | contribuir |
| • print media | |
| • digital media | los medios digitales |
| • issue | |

ESSENTIAL SKILLS/CONCEPT

- Identify different sources and formats of information
- Interpret information from various sources
- Explain how different media and formats contribute to how information is interpreted
- Interpret information that is presented visually, through charts and graphs, or speaking

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What format is used to present the information?
- How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
- Who is the intended audience? Did this influence which media format was used to deliver the information?
- What is your topic? What media will you use to present your information?
- Are there other factors that you consider when choosing a media format?

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: not applicable

SL 5.3

3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

SL 6.3

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

3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|-------------|
| • Delineate | delinear |
| • reason | razón |
| • argument | argumento |
| • claim | reclamación |
| • evidence | |
| • fact | |
| • opinion | opinión |

ESSENTIAL SKILLS/CONCEPT

- Identify claims and arguments
- Understand what constitutes evidence
- Know when something is reasonable
- Identify specific claims supported by evidence
- Identify arguments that are logical and within reason
- Identify the reasons and evidence that support a person's claims

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Do you have a plan for you presentation?
- What topic will you inform your audience about?
- How will you present your claims and evidence?
- What is the difference between a claim and an argument?
- Do you have sufficient facts and evidence to support you claims?
- Is the presentation logical, moving from one point to the next?
- Are you using transitions to help your readers follow and understand you claim?
- Is the language in you presentation precise and relevant to the topic?
- How did you conclude your presentation?
- Was your conclusion strong? Why or why not?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CURRENT standard: 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. 2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. 2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. 2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. B. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

SL 5.4

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.
- a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
- b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

SL 6.4

4. Present claims and findings (**e.g., argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.**

SL 7.4

4. Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

• claim	reclamación
• finding	
• argument	argumento
• narrative	narrativa
• informative	informativo
• response to literature	respuesta a la literatura
• sequence	secuencia
• logical	lógico
• pertinent description	descripción pertinente
• nonverbal elements	elementos no verbales
• accentuate	acentual
• theme	tema
• eye contact	
• adequate volume	volume adecuado
• clear pronunciation	pronunciación clara
• transitions	transiciones
• concrete details	detalles concretos
• conclusion	conclusion

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

ESSENTIAL SKILLS/CONCEPT

- Plan and deliver presentations
 - argument
 - narrative
 - informative/explanatory
 - response to literature
- Distinguish between a claim and a finding
- Use an organizer to sequence ideas logically
- Sequence ideas logically
- Emphasis main ideas by using details, facts, gestures and body language
- Make appropriate eye contact, speak clearly and loudly enough for the audience
- Use precise language, including terms found in different subjects
- Provide a strong conclusion

QUESTIONS STEMS

- What are you writing about? Is your opinion about your topic clear?
- How will you organize your ideas?
- What evidence will you use to support your position/opinion?
- Is the evidence and facts you have gathered sufficient to support your opinion?
- How are you moving from one paragraph/idea to the next? Are you using appropriate transition words?
- Which poem will you be reciting? Have you thought about some gestures you can use to express the feelings in the poem?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

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

CURRENT standard: 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

SL 5.5

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

5. Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

SL 7.5

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------------|------------------------|
| • textual elements | elementos textuales |
| • graphics | gráficos |
| • audio | audio |
| • video | video |
| • interactive elements | elementos interactivos |
| • images | imágenes |
| • formats | formatos |
| • digital | digital |
| • clarify | aclarar |
| • multimedia components | |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

ESSENTIAL SKILLS/CONCEPT

- Select appropriate multimedia components that have clear meaning to the presentation.
- Know how to create visual displays
- Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors
- Know how to embed photos, video, audio, texts and animation in a presentation

QUESTIONS STEMS

- How does the use of _____ enhance your presentation? The message?
- What digital media could you use to present your data clearly?
- What is the message or information you want to convey to your audience?
- How would including media help the presentation?
- Do the components help clarify the presentation?
- What kind of information could you convey by using animation, graphics, sound...
- How did you decide which images you would include?
- Did you strategically place your media components and visual displays to enhance understanding of your presentation topic?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

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

CURRENT standard: not applicable

SL 5.6

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)

SL 6.6

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)

SL 7.6

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3.)

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------------|---------------|
| • context | contexto |
| • demonstrate | demostrar |
| • formal English | inglés formal |
| • appropriate | apropiado |
| • audience | audiencia |
| • formal presentation | presentación |
| formal | |
| • purpose | propósito |
| • language conventions | convenciones |
| | de lenguaje |
| • enunciation | enunciación |

ESSENTIAL SKILLS/CONCEPT

- Identify the audience and purpose
- Know the difference between informal and formal English
- Vary sentence patterns for style
- Understand and adapt the delivery to appeal to the audience
- Enunciate and speak at appropriate volume and pace.
- Use conventions of language to improve expression

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- What is the purpose for your speech?
- Are you trying to persuade or convince your audience?
- Who is the audience?
- Are you delivering a formal presentation?
- Will you need formal or informal English? Why?
- Are there places where you can substitute more precise engaging language to keep the listeners interested?
- How is your selection of word choice going to impact your presentation?
- How will you engage the listeners and keep them interested?
- How will you emphasize the important points?

LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

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

CURRENT standard: 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. 1.3 Use subordination, coordination, apposition to show relationships. 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

L 5.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - 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

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

L 7.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.*

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- language conventions convenciones de lenguaje
- standard English
- proper case
- intensive pronoun pronombres intensivos
- vague pronouns
- conventional language lenguaje convencional
- antecedent antecedente
- subject pronoun
- object pronoun
- possessive pronoun pronombre posesivo

ESSENTIAL SKILLS/CONCEPT

- Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
- Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)
- Recognize variations from standard English

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 2: Write effectively.

QUESTIONS STEMS

- What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns?
- What is an intensive pronoun? How/when is it used?
- What are the singular/plural forms of the pronoun _____?
- Can one easily identify who or what the pronoun _____ is referring to? How can you clarify/reduce ambiguity?
- In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity?

LANGUAGE STANDARDS

Conventions of Standard English

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

CURRENT standard: 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. 1.4 Use correct capitalization. 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

L 5.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
 - Spell grade-appropriate words correctly, consulting references as needed

L 6.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - Spell correctly.

L 7.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------------|----------|
| • commas | coma |
| • phrase | frase |
| • clause | cláusula |
| • nonrestrictive | |
| • parenthetical element | |

ESSENTIAL SKILLS/CONCEPT

- Use commas, dashes, and/or parentheses
- Understand and punctuate nonrestrictive/parenthetical elements
- Spell correctly

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively.

QUESTIONS STEMS

- What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
- How does a nonrestrictive element differ from a restrictive element?
- How do parenthetical elements enhance a sentence? What is their purpose?
- How should parenthetical elements be punctuated?
- How can punctuation of parenthetical elements denote significance?

LANGUAGE STANDARDS

Knowledge of Language

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

CURRENT standard: not applicable

L 5.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

L 6.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/listener interest, and style.*
 - Maintain consistency in style and tone.*

L 7.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

ACADEMIC VOCABULARY/ COGNATES

- sentence variety
 - tone
 - style
 - voice
- tono
estilo
voz

ESSENTIAL SKILLS/CONCEPT

- Recognize and use a variety of sentence patterns
- Identify and use appropriate language to address audience
- Recognize and employ consistent style
- Recognize and employ consistent tone

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What sentence patterns are present/absent in this piece (essay/presentation/passage)?
- Does the piece address the needs/interests of the audience?
- Is the piece consistent in style and tone? How?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CURRENT standard: 1.2 Identify and interpret figurative language and words with multiple meanings. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

L 5.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- 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 and to identify alternate word choices in all content areas

L 6.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- 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., *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 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 7.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- 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 or trace the etymology of words.
 - 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).

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- context clues
- root word
- affix afijo
- prefix prefijo
- suffix sufijo
- consult consultar
- reference materials materiales de referencia
- dictionary diccionario
- thesauruses tesauo
- glossary glosario
- pronunciation pronunciación
- verify verificar
- context contexto

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Based upon the use of the word in the sentence, what can you deduce the word _____ means?
- Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?
- Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CURRENT standard: 1.2 Identify and interpret figurative language and words with multiple meanings. 1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

L 5.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L 6.5

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------------------|-------------------|
| • figurative language | lenguaje figurado |
| • figures of speech | |
| • similes | símiles |
| • metaphors | metáforas |
| • personification | personificación |
| • context clues | |
| • nuances | |
| • idioms | |
| • relationship between words | |
| • connotation | |
| • association | asociación |
| • negative | negativo |
| • positive | positivo |
| • neutral | neutral |

ESSENTIAL SKILLS/CONCEPT

- Interpret figurative language
- Utilize word relationships to clarify meaning
- Identify the explicit/direct meaning of a word (denotation)
- Identify the secondary meaning of a word (connotation)

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What is meant by the figurative expression _____?
- What type of figurative language is used?
- Although very similar in meaning, how do the words slightly differ in meaning?
- What is the relationship between these words?
- What is the explicit/direct meaning of the word?
- Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CURRENT standard: not applicable

L 5.6

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

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

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.

ACADEMIC VOCABULARY/ COGNATES

- academic words
- domain specific words
- vocabulary vocabulario
- comprehension comprensión
- expression expresión

ESSENTIAL SKILLS/CONCEPT

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

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

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

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1-3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9-10	11-12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ¹								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

¹Subsumed by L.7.3a

²Subsumed by L.9-10.1a

³Subsumed by L.11-12.3a

STANDARD 10: RANGE, QUALITY, AND COMPLEXITY OF STUDENT READING K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A

Range of Text Types for K-5

Students in grades K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text	
Stories	Drama	Poetry	Literary Nonfiction	
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	

TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING K-5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Aliki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hill Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Aliki (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	<p>The five senses and associated body parts</p> <ul style="list-style-type: none"> <i>My Five Senses</i> by Ailiki (1989) <i>Hearing</i> by Maria Rius (1985) <i>Sight</i> by Maria Rius (1985) <i>Smell</i> by Maria Rius (1985) <i>Taste</i> by Maria Rius (1985) <i>Touch</i> by Maria Rius (1985) <p>Taking care of your body: Overview (hygiene, diet, exercise, rest)</p> <ul style="list-style-type: none"> <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) <i>Get Up and Go!</i> by Nancy Carlson (2008) <i>Go Wash Up</i> by Doering Tourville (2008) <i>Sleep</i> by Paul Showers (1997) <i>Fuel the Body</i> by Doering Tourville (2008) 	<p>Introduction to the systems of the human body and associated body parts</p> <ul style="list-style-type: none"> <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) <i>Me and My Amazing Body</i> by Joan Sweeney (1999) <i>The Human Body</i> by Gallimard Jeunesse (2007) <i>The Busy Body Book</i> by Lizzy Rockwell (2008) <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) <p>Taking care of your body: Germs, diseases, and preventing illness</p> <ul style="list-style-type: none"> <i>Germs Make Me Sick</i> by Marilyn Berger (1995) <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) <i>Germ Stories</i> by Arthur Kornberg (2007) <i>All About Scabs</i> by GenichiroYagu (1998) 	<p>Digestive and excretory systems</p> <ul style="list-style-type: none"> <i>What Happens to a Hamburger</i> by Paul Showers (1985) <i>The Digestive System</i> by Christine Taylor-Butler (2008) <i>The Digestive System</i> by Rebecca L. Johnson (2006) <i>The Digestive System</i> by Kristin Petrie (2007) <p>Healthy eating and nutrition</p> <ul style="list-style-type: none"> <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) <p>Muscular, skeletal, and nervous systems</p> <ul style="list-style-type: none"> <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) <i>Muscles</i> by Seymour Simon (1998) <i>Bones</i> by Seymour Simon (1998) <i>The Astounding Nervous System</i> Crabtree Publishing (2009) <i>The Nervous System</i> by Joelle Riley (2004) 	<p>Circulatory system</p> <ul style="list-style-type: none"> <i>The Heart</i> by Seymour Simon (2006) <i>The Heart and Circulation</i> by Carol Ballard (2005) <i>The Circulatory System</i> by Kristin Petrie (2007) <i>The Amazing Circulatory System</i> by John Burstein (2009) <p>Respiratory system</p> <ul style="list-style-type: none"> <i>The Lungs</i> by Seymour Simon (2007) <i>The Respiratory System</i> by Susan Glass (2004) <i>The Respiratory System</i> by Kristin Petrie (2007) <i>The Remarkable Respiratory System</i> by John Burstein (2009) <p>Endocrine system</p> <ul style="list-style-type: none"> <i>The Endocrine System</i> by Rebecca Ollen (2006) <i>The Exciting Endocrine System</i> by John Burstein (2009)

MATHEMATICS STANDARDS

INTRODUCTION

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

—National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

—Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

—Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

—Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)*

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

MATHEMATICS STANDARDS

MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MATHEMATICS STANDARDS

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

MATHEMATICS STANDARDS

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

Findell & Foughty (2011)

College and Career-Readiness through the Common Core State Standards for Mathematics

MATHEMATICS STANDARDS

GRADE 6 - OVERVIEW

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.
2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.
3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.
4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability.
5. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

MATHEMATICS STANDARDS

RATIOS & PROPORTIONAL RELATIONSHIPS

ANALYZE PROPORTIONAL RELATIONSHIPS AND USE THEM TO SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities

MATHEMATICS STANDARDS

THE NUMBER SYSTEM

APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF MULTIPLICATION AND DIVISION TO DIVIDE FRACTIONS BY FRACTIONS.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?

COMPUTE FLUENTLY WITH MULTI-DIGIT NUMBERS AND FIND COMMON FACTORS AND MULTIPLES.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$.

APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF NUMBERS TO THE SYSTEM OF RATIONAL NUMBERS.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

¹Expectations for unit rates in this grade are limited to non-complex fractions.

MATHEMATICS STANDARDS

APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF NUMBERS TO THE SYSTEM OF RATIONAL NUMBERS.

7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.
 - d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

MATHEMATICS STANDARDS

EXPRESSIONS & EQUATIONS

APPLY AND EXTEND PREVIOUS UNDERSTANDINGS OF ARITHMETIC TO ALGEBRAIC EXPRESSIONS.

1. Write and evaluate numerical expressions involving whole number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.
3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

REASON ABOUT AND SOLVE ONE-VARIABLE EQUATIONS AND INEQUALITIES.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

MATHEMATICS STANDARDS

REPRESENT AND ANALYZE QUANTITATIVE RELATIONSHIPS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

GEOMETRY

SOLVE REAL-WORLD AND MATHEMATICAL PROBLEMS INVOLVING AREA, SURFACE AREA, AND VOLUME.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

MATHEMATICS STANDARDS

STATISTICS & PROBABILITY

DEVELOP UNDERSTANDING OF STATISTICAL VARIABILITY.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

SUMMARIZE AND DESCRIBE DISTRIBUTIONS.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

For more information contact

