

The Continuum of Literacy Learning, PreK–8 consists of seven different learning continua and provides a detailed and comprehensive list of behaviors and understandings to notice, teach and support at each grade level and A–Z text level. The following grids align specific statements of behaviors and understandings from *The Continuum of Literacy Learning, PreK–8* with broad requirements from the Common Core Standards. We chose only a few examples to demonstrate the strong relationship between the Common Core Standards and the Continuum.

STANDARD ONE—READING: LITERATURE

Key Ideas and Details

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

Interactive Read-Aloud and Literature Discussion

Page 40–41, *Thinking Beyond the Text*

- Support *Thinking Beyond the Text* with specific evidence based on personal experience, or knowledge or evidence from the text
- Identify evidence that supports argument

Thinking About the Text

- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

Writing About Reading, Page 94–95

Thinking Within the Text

- Continuously check with the evidence in a text to ensure that writing reflects understanding

Thinking Beyond the Text

- Make a wide range of predictions using (and including) information as evidence from the text

Oral, Visual, and Technological Communication

Page 206–207, *Speaking and Listening*

- Express opinions and support with evidence

Guided Reading (Level X, Y)

Page 344–351, *Thinking Beyond the Text*

- Support predictions with evidence from the text or from knowledge of genre

- 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.

Interactive Read-Aloud and Literature Discussion

Page 40–41, *Thinking About the Text*

- Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)
- Derive and critique the moral lesson of a text

Guided Reading (Level X, Y)

Page 344–351, *Thinking Within the Text*

- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Thinking Beyond the Text

- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today

Thinking About the Text

- Evaluate how the writer has used illustrations and print to convey big ideas

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

Writing About Reading

Page 94–95, *Thinking About the Text*

- Note specific examples of the writer's craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending)
- Analyze a text or group of texts to reveal insights into the writer's craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense)
- Note the different ways the nonfiction writer organized and provided information

Oral, Visual, and Technological Communication

Page 206–207, *Presentation*

- Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations

Guided Reading (Level X, Y)

Page 344–351, *Thinking Beyond the Text*

- Infer character's or subject's thinking processes and struggles at key decision points in their lives in fiction or biography

Thinking About the Text

- Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning

Craft and Structure

- 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.

Interactive Read-Aloud and Literature Discussion

Page 40–41, *Thinking Within the Text*

- Recognize subtle meaning for words used in context
- Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use

Shared and Performance Reading*Page 68–69, Thinking Within the Text*

- Notice that words have multiple meanings and use this knowledge to understand a text

Guided Reading (Level X, Y)*Page 344–351, Thinking Within the Text*

- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand a variety of words that represent big ideas and abstract ideas and concepts

Thinking About the Text

- Notice how an author uses words in a connotative way (to imply something beyond the literal meaning)

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

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking Beyond the Text*

- Notice and discuss the information provided in section titles, headings, and subheadings to predict information provided in a text

Thinking About the Text

- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization

Writing About Reading*Page 94–95, Thinking About the Text*

- Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning
- Use knowledge of genre to interpret and write about the quality or characteristics of a text

Guided Reading (Level X, Y)*Page 344–351, Thinking About the Text*

- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)

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

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking About the Text*

- Derive the author's purpose and stance even when implicitly stated

*Oral, Visual, and Technological Communication**Page 206–207, Presentation*

- Recognize that information is framed by the source's point of view and use this information to detect bias on websites
- Critically read material published on Internet and compare points of view

Guided Reading (Level X, Y)*Page 344–351, Thinking About the Text*

- Analyze the selection of genre in relation to inferred writer's purpose for a range of texts
- Critique the biographer's presentation of a subject, noticing bias
- Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda

Integration of Knowledge and Ideas

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).

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking Beyond the Text*

- Make connections among informational texts and historical fiction and Content area study using information from one setting to assist comprehending in the other

Oral, Visual, and Technological Communication*Page 206–207, GATHERING INFORMATION*

- Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from approved sites)
- Understand the importance of multiple sites and resources for research

Guided Reading (Level X, Y)*Page 344–351, Thinking Within the Text*

- Search for and use information in a wide range of graphics and integrate with information from print (e.g., pictures, captions, diagrams, illustrations with labels, maps, charts)

Thinking Beyond the Text

- Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy
- Build meaning across several texts (fiction and nonfiction)
- Mentally form categories of related information and revise them as new information is acquired across the text
- Integrate existing Content knowledge with new information from a text to consciously create new understandings

⑧ (Not applicable to literature)

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking Beyond the Text*

- Identify evidence that supports argument

Thinking About the Text

- Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge
- Identify contradiction
- Distinguish between fact and opinion

Writing About Reading*Page 94–95, Thinking About the Text*

- Critique an author's use of argument and persuasion

Guided Reading (Level X, Y)*Page 344–351, Thinking About the Text*

- Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text (Level X)
- Evaluate whether social issues and different cultural groups are accurately represented in fiction or nonfiction text (Level Y)
- Critique texts in terms of the writer's bias or the use of exaggeration and subtle misinformation (as in propaganda)

- 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.

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking Within the Text*

- Build meaning across several texts (fiction and nonfiction)

Writing About Reading*Page 94–95, Thinking Beyond the Text*

- Show connections by using graphic organizers, drawings, or writing to other texts by topic, major ideas, author's styles, and genres

Guided Reading (Level X, Y)*Page 344–351, Thinking Beyond the Text*

- Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing
- Connect characters within and across texts and genres by circumstances, traits, or actions
- Specify the nature of connections (topic, Content, type of story, writer)

Thinking About the Text

- Identify similarities across texts (concepts, theme, style, Organization)
- Engage in critical thinking across a writer's body of work or across works on the same Content and discuss findings or produce a literary Essay (Level Y)

Range of Reading and Level of Text Complexity

- 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.

Interactive Read-Aloud and Literature Discussion*Page 40–41, Thinking Within the Text*

- Self-monitor understanding and ask questions when meaning is lost

Thinking Beyond the Text

- Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy
- Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts

Writing About Reading*Page 94–95, Thinking Within the Text*

- Write statements that reflect understanding of both the text body and graphics and the integration of the two

Thinking About the Text

- Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Guided Reading (Level X, Y)*Page 344–351, Thinking Within the Text*

- Process long sentences (thirty or more words) with embedded phrases and clauses
- Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
- Change style and pace of reading to reflect purpose

Thinking Beyond the Text

- Acquire new Content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text

- Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

STANDARD TWO—READING: INFORMATIONAL TEXT

Key Ideas and Details

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

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking Beyond the Text*

- Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text
- Consistently make predictions before, during, and after reading using evidence from the text to support thinking

Thinking About the Text

- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text

Oral, Visual, and Technological Communication*Page 208–209, Speaking and Listening*

- Express opinions and support with evidence

Guided Reading (X, Y)*Page 344–351, Thinking Beyond the Text*

- Support predictions with evidence from the text or from knowledge of genre

- 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.

Interactive Read-Aloud and Literature Discussion

Page 44–45, Thinking Beyond the Text

- Recognize underlying political messages in fiction and nonfiction texts

Thinking About the Text

- Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events)

Writing About Reading

Page 98–99, Thinking Beyond the Text

- State an interpretation of the writer's underlying messages (themes)

Guided Reading (Level X, Y)

Page 344–351, Thinking Within the Text

- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

Thinking Beyond the Text

- Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today

Thinking About the Text

- Evaluate how the writer has used illustrations and print to convey big ideas

- 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).

Writing About Reading

Page 98–99, Thinking Beyond the Text

- Reflect inferences about the main and supporting characters' feelings, motivations, attitudes, and decisions based on information from the text (also for subjects of biography)

Guided Reading (Level X, Y)

Page 344–351, Thinking Beyond the Text

- In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them
- Infer character's or subject's thinking processes and struggles at key decision points in their lives in fiction or biography

Thinking About the Text

- Become critical of the subjects of biography (decisions, motivations, accomplishments)

Craft and Structure

- 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.

Interactive Read-Aloud and Literature Discussion

Page 44–45, Thinking Within the Text

- Recognize subtle meaning for words used in context

- Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use

Thinking About the Text

- Notice and provide examples of the ways writers select words to convey precise meaning

Writing About Reading

Page 98–99, Thinking About the Text

- Comment on the author's word choice and use of language to create subtle shades of meaning and to create the mood

Visual, and Technological Communication

Page 208–209, Presentation

- Identify and understand new meanings of words when they are used as similes and metaphors and apply these understandings to analyzing the whole text in terms of deeper meanings
- Demonstrate awareness of and sensitivity to words that impute stereotypes (race, gender, age) in general as well as to a particular audience
- Demonstrate awareness of words that have connotative meaning relative to social values

Guided Reading (Level X, Y)

Page 344–351, Thinking Within the Text

- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English
- Understand a variety of words that represent big ideas and abstract ideas and concepts

- 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.

Interactive Read-Aloud and Literature Discussion

Page 44–45, Thinking About the Text

- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole

- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the Organization

Writing About Reading

Page 98–99, Thinking About the Text

- Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning
- Comment on how layout and the format of a text contribute to the meaning, effectiveness, and artistic quality of both fiction and nonfiction

Guided Reading (Levels X, Y)*Page 344–351, Thinking About the Text*

- Understand when a writer has combined underlying Organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)
- Recognize differentiation of plot and structures for different purposes and audiences

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, in the text.

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking About the Text*

- Recognize bias in fiction or nonfiction texts and hypothesize the writer's point of view
- Derive and discuss the author's purpose (even if not implicitly stated) and hypothesize reasons for it

Writing About Reading*Page 98–99, Thinking About the Text*

- Recognize bias in fiction or nonfiction texts and identify appropriate examples and rationales
- Respond to and critique the author's moral lesson of a text

Oral, Visual, and Technological Communication*Page 208–209, Gathering Information/Research*

- Recognize that information is framed by the source's point of view and use this information to detect bias on websites

Guided Reading (Levels X, Y)*Page 344–351, Thinking About the Text*

- Critique the biographer's presentation of a subject, noticing bias
- Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda

Integration of Knowledge and Ideas

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).

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking Within the Text*

- Notice and respond to stress and tone of Voice while listening and afterward
- Thinking Beyond the Text*
- Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion

Oral, Visual, and Technological Communication*Page 208–209, Listening and Understanding*

- Critique presentations for subtexts—significant inclusions or exclusions
- Critique presentations with regard to logic or presentation of evidence for arguments
- Recognize faulty reasoning and bias in presentations and media messages

GATHERING INFORMATION

- Demonstrate knowledge of strategies used by media games, video, radio/TV, broadcasts, websites to entertain and influence people

Guided Reading (Levels X, Y)*Page 344–351, Thinking Beyond the Text*

- Make connections between the text and other texts that have been read, or heard (particularly texts with diverse settings) and demonstrate in writing

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.

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking About the Text*

- Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge
- Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- Identify contradiction

Writing About Reading*Page 98–99, Thinking Beyond the Text*

- Infer and describe a writer's attitude toward social issues as revealed in texts

Oral, Visual, and Technological Communication*Page 208–209, Listening and Understanding*

- Identify, analyze, and critique persuasive techniques

Ideas and Content

- Differentiate between evidence and opinion
- Recognize and address opposing points of view on an issue or topic

Guided Reading (Levels X, Y)*Page 344–351, Thinking About the Text*

- Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text
- Critique texts in terms of the writer's bias or the use of exaggeration and subtle misinformation (as in propaganda)

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.

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking Within the Text*

- Build meaning across several texts (fiction and nonfiction)

Thinking Beyond the Text

- Make connections among informational texts and historical fiction and Content area study, using information from one setting to assist comprehending in the other

Writing About Reading*Page 98–99, Thinking Beyond the Text*

- Show evidence of connections to other texts (theme, plot, characters, structure, writing style)

Thinking About the Text

- Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge

Guided Reading (Levels X, Y)*Page 344–351, Thinking Beyond the Text*

- Connect characters within and across texts and genres by circumstances, traits, or actions

Thinking About the Text

- Analyze texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualifies as propaganda
- Engage in critical thinking across a writer's body of work or across works on the same Content and discuss findings or produce a literary Essay (Level Y)

Range of Reading and Level of Text Complexity

- 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.

Interactive Read-Aloud and Literature Discussion*Page 44–45, Thinking Within the Text*

- Self-monitor understanding and ask questions when meaning is lost

Writing About Reading*Page 98–99, Thinking About the Text*

- Critically analyze the quality of a poem or work of fiction or nonfiction, offering rationales for points

Guided Reading (Levels X, Y)*Page 344–351, Thinking Within the Text*

- Using word-solving strategies, background knowledge, graphics, text Content, and readers' tools (glossaries, dictionaries) to solve words, including Content-specific and technical words
- Process long sentences (thirty or more words) with embedded phrases and clauses
- Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns
- Change style and pace of reading to reflect purpose

Thinking Beyond the Text

- Acquire new Content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places

Thinking About the Text

- Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts)
- Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents
- Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)

STANDARD FOUR—WRITING

Text Types and Purposes

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

Writing*Page 176–185, Essay*

- Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis
- Provide a series of clear arguments or reasons to support the argument
- Use opinions supported by facts
- Write well-crafted sentences that express the writer's convictions

Organization

- Bring the piece to closure, to a logical conclusion, through an ending or summary statement
- Support ideas with facts, details, examples, and explanations from multiple authorities

Voice

- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic

Drafting/Revising

- Add transitional words and phrases to clarify meaning and make the writing smoother
- Add words phrases, sentences, and paragraphs to clarify meaning

Oral, Visual, and Technological Communication*Page 206–207, Word Choice*

- Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement

IDEAS AND Content

- Make persuasive presentations that present a clear and logical argument
- Recognize and address opposing points of view on an issue or topic
- Support the argument with relevant evidence

- 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 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

Page 176–185, Literary Nonfiction

- Write an engaging lead and first section that orient the reader and provide an Introduction to the topic
- Include features (e.g., table of Contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader
- Use headings and subheadings to guide the reader

Expository Nonfiction

- Use quotes from experts (written texts, speeches, or interviews)
- Use new vocabulary specific to the topic

Essay

- Provide details, examples, and images that develop and support the thesis
- Include illustrations, charts, or diagrams to inform or persuade the reader

Organization

- Bring the piece to closure, to a logical conclusion, through an ending or summary statement
- Present reports that are clearly organized with Introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description)

Drafting/Revising

- Maintain central theme or focus across paragraphs
- Add transitional words and phrases to clarify meaning and make the writing smoother

Oral, Visual, and Technological Communication

Page 206–207, Ideas and Content

- Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations

- 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

Page 176–185, MEMOIR (personal narrative, autobiography)

- Understand a personal narrative as an important story from the writer's life
- Use literary language (powerful nouns and verbs, figurative language)

Short Fiction

- Understand fiction as a short story about an event in the life of a main character
- Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending
- Take points of view by writing in first or third person

Organization

- Use well-crafted transitions to support the pace and flow of the writing

Language Use

- Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction
- Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction
- Write in second person to talk directly to the reader or for literary effect
- Use dialogue and action to draw readers into the story

Word Choice

- Select precise words to reflect what the writer is trying to say
- Use transitional words for time flow (*meanwhile, next*)

Drafting/Revising

- Establish an initiating event in a narrative with a series of events flowing from it

Production and Distribution of Writing

- 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)

Writing

Page 176–185, HYBRID TEXTS (mixed genres)

- Select different genres with a clear purpose in mind

Organization

- Organize the text appropriately as a narrative or informational piece

Rehearsing/Planning

- Understand how the purpose of the writing influences the selection of genre
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write with a specific reader or audience in mind
- Write for a broader, unknown audience

- Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books; letters; newspaper accounts; broadcasts)

Drafting/Revising

- Identify vague parts and change the language or Content to be more precise, to the point, or specific

- 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.

Writing

Page 176–185, Rehearsing/Planning

- Use sketches, webs, lists, diagrams, and freewriting to think about, plan for, and try out writing
- Plan for a story by living inside the story, gaining insight into characters so that the story can be written as it happens
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life
- Get ideas from other books and writers about how to approach a topic
- Take audience and purpose into account when choosing a topic or addressing a theme

Drafting/Revising

- Understand the role of the writer, teacher or peer writer in conference
- Understand revision as a means for making written messages stronger and clearer to readers
- Change writing in response to peer or teacher feedback
- Understand that a writer rereads and revises while drafting (recursive process)
- Reorganize paragraphs or sections for better sequence or logical progression of ideas

- Identify vague parts and change the language or Content to be more precise, to the point, or specific
- Reshape writing to make the text into a different genre (e.g., personal narrative to poem)

EDITING AND PROOFREADING

- Understand that the writer shows respect for the reader by applying what is known about conventions
- Know how to use an editing and proofreading checklist
- Understand that a writer can ask another person to do a final edit (after using what is known)

- 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.

Writing

Page 176–185, HANDWRITING/WORD-PROCESSING

- Use word-processing with understanding of how to produce and vary text (layout, font, special techniques)
- Use word-processor to get ideas down, revise, edit, and publish
- Make wide use of computer skills, including PowerPoint, in presenting text (tables, layouts, graphics, and multimedia)

Oral, Visual, and Technological Communication

Page 208–209, GENERAL COMMUNICATION

- Send and respond to email messages
- Participate in online learning groups
- Understand the concept of networking and be able to identify various components of a computer system

GATHERING INFORMATION/RESEARCH

- Search for and download information on a wide range of topics
- Use technology tools for research across curriculum areas
- Understand that material downloaded from interactive media should be credited and cited

PUBLISHING

- Use a variety of technology tools (dictionary, thesaurus, Grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
- Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

Research to Build and Present Knowledge

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

Writing

Page 176–185, *Rehearsing/Planning*

- Form questions and locate sources for information about a topic
- Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books)
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews)

Oral, Visual and Technological Communication

Page 208–209, *GATHERING INFORMATION/RESEARCH*

- Understand the importance of multiple sites and sources for research

- 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.

Writing

Page 176–185, *EXPOSITORY NONFICTION*

- Accurately document reports and articles with references, footnotes, and citations
- Include a bibliography of references, in appropriate style, to support a report or article
- Avoid bias and/or present perspectives and counter perspectives on a topic

IDEA DEVELOPMENT

- Provide details that are accurate, relevant, interesting, and vivid

Rehearsing/Planning

- Use notes to record and organize information
- Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
- Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources)
- Evaluate sources for validity and point of view

Oral, Visual and Technological Communication

Page 208–209, *PUBLISHING*

- Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
- Locate and validate information on the Internet (from approved sites)
- Recognize that information is framed by the source's point of view and use this information to detect bias on websites
- Read information published on Internet critically and compare points of view
- Cite and credit material downloaded from interactive media

Guided Reading

Page 350–351

- Construct summaries that are concise and reflect the important and overarching ideas and information in texts

- 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”).

Writing About Reading

Page 98–99, *Thinking Within the Text*

- Continuously check with the evidence in a text to ensure that writing reflects understanding

Thinking Beyond the Text

- Make connections between historical and cultural knowledge and a text
- Support Thinking Beyond the Text with specific evidence from the text or personal knowledge
- Show evidence of connections to other texts (theme, plot, characters, structure, writing style)
- Describe connections between fiction and nonfiction texts, historical fiction and Content area study, fantasy and realism

Thinking About the Text

- Critically analyze the quality of a poem, or work of fiction or nonfiction offering rationales for points
- Critique the author's use of argument and persuasion
- Analyze a text or group of texts to reveal insights into the writer's craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense)
- Show evidence of ability to analyze an author's use of mood, imagery, plot structure, and personification

Writing

Page 176–185, *Essay*

- Provide details, examples, and images that develop and support the thesis

Test Writing

- Respond to a text in a way that reflects analytic or aesthetic thinking
- State a point of view and provide evidence

Range of Writing

- ⑩ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing

Page 175–186, Test Writing

- Analyze prompts to determine purpose, audience, and genre (story, Essay, persuasive letter)
- Write a clear and focused response that will be easy for the evaluator to understand

Language Use

- Vary language and style as appropriate to audience and purpose

Voice

- Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
- Produce narratives that are engaging, honest, and reveal the person behind the writing

Rehearsing/Planning

- Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting
- Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer's notebook

Drafting/Revising

- Understand revision as a means for making written messages stronger and clearer to readers

EDITING AND PROOFREADING

- Understand that the writer shows respect for the reader by applying what is known about conventions

Viewing Self as a Writer

- Write in a variety of genres across the year
- View self as a writer
- Write with initiative, investment, and independence
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- State what was learned from each piece of writing
- Be productive as a writer; write a specified quantity within a designated time period (e.g., one piece each week)

STANDARD FIVE—SPEAKING AND LISTENING

Comprehension and Collaboration

- 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.
- 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.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 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.
 - Acknowledge new information expressed by others and, when warranted, modify their own views.

Interactive Read-Aloud and Literature Discussion

Page 44–45, Thinking Within the Text

- Remember where to find information in more complex texts so opinions and theories can be checked through revisiting
- Remember information in summary form so that it can be used in discussion with others and in writing

Thinking Beyond the Text

- Revise understandings and/or change opinions based on new information acquired through listening, reading, or discussion
- Form implicit questions and search for answers in the text while listening and during discussion
- Think deeply about social issues as revealed in realistic and historical fiction and discuss ideas with others
- Actively see diverse perspectives and search for understanding of other cultures while listening, writing, and discussing texts

Shared and Performance Reading

Page 70–71

- Work cooperatively with others to reach consensus on the meaning of a text and how to interpret it through performance

Oral, Visual, and Technological Communication

Page 208–209, Speaking and Listening

- Monitor understanding and ask questions to clarify
- Use conventions of respectful speaking
- Evaluate one's own part as a discussant as well as the effectiveness of the group
- Facilitate the entire group's discussion by ensuring that no one dominates and everyone has a chance to speak

- Monitor own understanding of others' comments and ask for clarification and elaboration
- Restate points that have been made and extend or elaborate them
- Listen and respond, taking an alternative perspective
- Sustain a line of discussion, staying on the main topic and requesting or signaling a change of topic
- Remember others' comments and consider one's own thinking in relation to them
- Anticipate disagreement and use language to prevent conflict and engender collaborative discussion
- Negotiate issues without conflict or anger

Presentation

- Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement
- Support the argument with relevant evidence

- 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.

Writing About Reading*Page 98–99, Thinking Within the Text*

- Notice and make note of or summarize significant information from illustrations or graphics; include information from graphics in writing summaries of texts
- Write statements that reflect understanding of both the text body and graphics and the integration of the two

Thinking About the Text

- Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning

Oral, Visual, and Technological Communication*Page 208–209, Speaking and Listening*

- Critique presentations with regard to logic or presentation of evidence for arguments
- Identify, analyze, and critique persuasive techniques

Technology

- Draw information from both text (print) and nontext (photos, sound effects, animation, illustrations, variation in font and color) elements
- Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people

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

Oral, Visual, and Technological Communication*Page 208–209, Speaking and Listening*

- Critique presentations with regard to logic or presentation of evidence for arguments
- Examine information regarding the credibility of the speaker (or media messages)
- Recognize faulty reasoning and bias in presentations and media messages

Presentation

- Recognize that information is framed by the source's point of view and use this information to detect bias on websites

Presentation and Knowledge of Ideas

- ④ Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and, examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Oral, Visual, and Technological Communication*Page 208–209, Presentation*

- Speak with appropriate volume for the size of the audience and place of presentation
- Speak directly to the audience, making eye contact with individuals
- Demonstrate a well-organized presentation with a clear Introduction, body and well-drawn conclusions
- Demonstrate the ability to select important information for a concise presentation
- Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations
- Make expository presentations that report research or explore a topic thoroughly
- Make persuasive presentations that present a clear and logical argument

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

Oral, Visual, and Technological Communication*Page 208–209, Presentation*

- Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation
- Create nonlinear presentations using video, photos, voice-over, and other elements
- Scan materials, such as photos, to incorporate into reports and nonlinear presentations
- Select appropriate forms of graphics to represent particular types of data (e.g., bar or line graphs)

- Use digital photos or illustrations from the Internet
- Create nonlinear presentations (web pages) that convey information
- Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media

⑥ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Shared and Performance Reading

- Reflect meaning with the Voice through pause, stress, and phrasing

Thinking About the Text

- Use the Voice to convey the author's purpose or stance
- Use the Voice to reflect literary features such as exaggeration, imagery, or personification

Oral, Visual, and Technological Communication

Page 206–207, Presentation

- Plan modulation of Voice to create an interesting performance
- Demonstrate interpretation and personal style when reading aloud
- Demonstrate a personal style as a speaker
- Speak at an appropriate rate to be understood by the audience
- Enunciate words clearly
- Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)
- Have an audience in mind before planning the presentation
- Demonstrate an awareness of the knowledge base and interests of the audience
- Select genre of oral presentation with audience in mind
- Use language appropriate to oral presentation words (rather than slang or overly formal dense prose)
- Deliver both formal and informal presentations and vary Content, language, and style appropriately

STANDARD SIX—LANGUAGE

Conventions of Standard English

- ① Demonstrate command of the conventions of standard English Grammar and usage when writing and speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Writing

Page 184, Conventions

- Make purposeful choices for punctuation to reveal the intended meaning

Grammar

- Write a variety of complex sentences using conventions of word order and punctuation
- Use a range of sentence types (declarative, interrogative, imperative, exclamatory)

- 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 fascination, enjoyable movie but not He word and old [,] green shirt).
 - Spell correctly.

Writing

Page 184, Conventions

- Try out new ways of using punctuation.
- Use commas to identify a series, introduce a speaker, or introduce a clause
- Write a variety of complex sentences using conventions of word order and punctuation

Knowledge of Language

- 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.

Writing

Page 184, *Craft*

- Select precise words to reflect what the writer is trying to say

Vocabulary Acquisition and Use

- 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 the 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).

Phonics, Spelling, and Word Study

Page 232–233, *Word Meaning*

- Understand many English words have Latin roots
- Understand many English words have Greek roots

Word-Solving Actions

- Use word parts to derive the meaning of a word
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- Recognize and use the different types of dictionaries: general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic)

- 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 word with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Phonics, Spelling, and Word Study

Page 234–235, *Word Meaning*

- Recognize and use words as metaphors and similes to make comparisons

Word-Solving Actions

- Distinguish between multiple meanings of words when reading texts

Writing

Page 180, *Word Choice*

- Use figurative language to make a comparison

- 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.

Guided Reading

Page 346–347, *Level X, Thinking Within the Text*

- Notice new and useful words and intentionally record and remember them to expand oral and written vocabulary