

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Text Types and Purposes	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>6. W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows for the argument presented.</p>	<p>7.W.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Student Friendly Language:
<p>I can write my opinion (claim).</p> <p>I can support my point-of-view (argument) with reasons and information (evidence) from trustworthy (credible) sources.</p> <p>I can use an organized (formal) structure of writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Arguments ● Claims ● Credible sources ● Formal writing ● Concluding statement 	<p>Relevant facts must be organized. Only credible sources are used to support an argument.</p> <p>Formal writing must be used to support an argument.</p>	<p>State a claim and support it with credible evidence.</p> <p>Organize evidence to support an argument.</p> <p>Connect arguments and reasoning.</p> <p>Write in a consistent/formal manner.</p> <p>Construct a concluding statement or paragraph that brings the arguments together.</p>

Key Vocabulary:					
<u>argument</u>	<u>claim</u>	trustworthy	organized	<u>informal writing</u>	reasons
<u>relevant</u>	evidence	maintain	demonstrating	phrases	clauses
concluding statement	<u>sensory language</u>				

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Literate individuals use relevant evidence when supporting their own points to make their reasons clear. (Students must justify their claim to persuade others to align with their opinion) - presenting an argument to an adult in an organized manner supported with facts will result in change</p> <p>Include an example for students! Something you want from your parents; getting schools to change rules or policy; writing legislators to change a law such as driving age.</p>

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<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>6.W.2 Write informative/explanatory texts to examine a topic & convey ideas, concepts, and information through the selection, organization & analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, & analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Student Friendly Language:
I can clearly introduce my topic.
I can organize my ideas, thoughts (concepts) and information to help my audience understand (comprehend) my writing.
I can develop a topic with relevant facts, definitions, solid (concrete) details, quotes, or other information and examples.
I can use transitions (words or phrases) to help my audience follow my writing.
I can use specific (precise) language and vocabulary to inform or explain the topic to my audience.
I can write in a formal style.
I can write an ending (concluding) sentence or paragraph that connects and ties up my writing.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Informative/explanatory text ● Purpose ● Transitions ● Introduction ● Body ● Conclusion ● Relevant content 	<p>Effective writing includes a well-developed introduction, body and conclusion.</p> <p>Effective writers develop their topic by using details, facts, quotations, definitions and other methods.</p> <p>Effective writers use transition words and phrases to connect ideas.</p> <p>Effective writers use appropriate word choices and style for their audience</p>	<p>Organize ideas to develop and expand on a topic to inform or explain.</p> <p>Write an effective introduction.</p> <p>Use precise language and domain-specific vocabulary.</p> <p>Identify relevant content.</p> <p>Use effective transitions.</p> <p>Use and maintain formal style.</p> <p>Write an effective concluding statement or section.</p>

Key Vocabulary:
<p>informative/explanatory text writing process informal writing formal writing audience purpose transitions writing strategies relevant analysis convey examine</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Being able to communicate effectively through writing is an essential skill in order to be successful in middle school, high school, post-high, or as a member of the work force. Students will use these skills in essay writing, scholarship applications, memos and email, PowerPoint presentations, reports, complaint letters or letters of recommendation, and other formal writing situations</p>

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.W.3 Write narrative to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequences.</p> <p>a. Orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Student Friendly Language:

I can write a story or event (real or imagined) that tells what happens from the beginning to the end in sequence.

I can express myself using effective writing techniques.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sequence ● Transition words and phrases ● Paragraph structure ● Story organization ● Narrative techniques such as dialogue, pacing, and description. ● Narratives / fiction or nonfiction 	<p>Writing is organized and follows a sequence of events.</p> <p>Writing is used for various purposes.</p> <p>A narrative includes stories, essays, and speeches.</p>	<p>Use transition words when moving from one idea to the next.</p> <p>Include descriptive details with characters and dialogue.</p> <p>Include an introduction, descriptive details, and a reflective conclusion.</p>

Key Vocabulary:

narrative
dialogue
transition words
introduction
conclusion
supporting details
sequence
organize
sensory language

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

In real life, we are often expected to describe life’s experiences orally or in in written form. For example, giving a speech, during a job interview, or completing a job application.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3).	6.W.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).	7.W.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).

Student Friendly Language:
I can choose the appropriate style of writing to communicate my thoughts to my audience. I can organize my writing in a way that makes sense (purposeful).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Clear writing ● Development ● Organization ● Appropriate style ● Task ● Purpose ● Audience ● Voice ● Tone ● Writing process 	<p>They need to identify audience and purpose (reason) before beginning to write.</p> <p>Organized writing is easy to follow and makes a strong statement.</p> <p>Identifying audience and purpose occurs before writing.</p>	<p>Generate organized and purposeful writing that is appropriate for the task and audience.</p>

Key Vocabulary:			
Coherent Informative	Audience Explanatory	Narrative Style	Argument Task
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?			
Communicate effectively through writing to different types of audiences for different purposes. Examples include letters to the editor, job applications, scholarship applications, on-line reviews, blogs, emails, and other text.			

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Production and Distribution of Writing	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.W.5 With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grades 5 on pages 28 and 29.)</p>	<p>6.W.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate the command of the language standards 1-3 up to and including grade 6 on page 52.)</p>	<p>7.W.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 on well purpose and audience have been addressed. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 7 on page 52.)</p>

Student Friendly Language:
<p>I can work with others to plan a purpose for a writing piece.</p> <p>I can work with others to give and receive feedback on a writing piece.</p> <p>I can work with others to revise a writing piece.</p> <p>I can work with others to edit a writing piece.</p> <p>I can work with others to rewrite a new draft of a writing piece.</p> <p>I can work with others to try a new approach for a writing piece.</p> <p>I can use correct grammar and sentence structure in my writing.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sentence patterns & structure ● Grammar ● Vocabulary ● Purpose ● Audience ● Writing Process 	<p>The writing process is important.</p> <p>The writing process is helpful when completing a writing task.</p> <p>The writing process is a useful tool to convey complex ideas and information.</p> <p>Collaboration and use of constructive feedback improves their writing..</p>	<p>Create and edit a writing piece with help from others.</p> <p>Collaborate with others to give and receive feedback about topics of interest.</p> <p>Revise a writing piece with help from others and realize that changes in writing can be made.</p> <p>Apply correct grammar and sentence structure to a writing piece.</p> <p>Rewrite a writing piece applying suggestions of others.</p> <p>Try a new approach for writing with help from others.</p>

Key Vocabulary:

Guidance/support
Editing
Revising
Writing approach
Conventions
Grammar
Pronouns
Phrases
Consistency
Sentence patterns
Style
Expression

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

All writing is a process that develops over time and is enhanced by others’ feedback. Writing is a life skill, which includes but not limited to: letters, resumes, notes, lists, reports, essays, stories, emails, acceptance letters, job applications, and journaling. For example, editing a resume before submitting it might mean the difference between earning a job or not.

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Texts types and purposes	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.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 keyboard skills to type a minimum of two pages in a single sitting.	6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboard skills to type a minimum of three pages in a single setting.	7.W.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.

Student Friendly Language:
<p>I can use technology to collaborate with others.</p> <p>I can use technology to produce and publish a minimum of three pages in a single sitting showing sufficient keyboarding skills.</p>

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Collaboration ● Published original text ● Keyboarding Skills ● Technology 	<p>Utilizing technology to collaborate will allow them to give/receive constructive feedback to improve writing.</p> <p>Accurate and fluent typing skills are needed to efficiently produce a three page publication in one sitting.</p>	<p>Type a minimum of three pages in one sitting.</p> <p>Collaborate with others using technology.</p> <p>Produce and publish writing.</p> <p>Demonstrate an understanding of a variety of technological tools.</p>

Key Vocabulary:
<p>Collaboration Technology tools Interaction Publish Sufficient Produce</p>
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>
<p>Students should be able to navigate the world of technology to effectively collaborate with others so they can be understood while writing. Some examples include interacting and working with others in and out of school; checking bank accounts, emailing, blogging, social networking, using smart phones, and collaborating on-line in coursework (now and post high school training).</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.7 Conduct short research projects that build knowledge about a topic.	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Student Friendly Language:
<p>I can use technology resources to get information.</p> <p>I can use a variety of media forms to help with projects.</p> <p>I can evaluate information used for my projects.</p> <p>I can create more questions to help me understand my topic.</p> <p>I can create more questions to help me explain my topic.</p> <p>I can identify key concepts important to my project.</p> <p>I can tell if a source is valid for my research.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Resource options ● Key idea (concepts)/ topics ● Inquiry process ● Sentence and paragraph structure as answers for questions 	<p>Resources are accessed to explain key points and answer questions.</p> <p>Using several resources for research can help answer questions.</p> <p>Refocusing research may be necessary.</p>	<p>Critique sources by author and credentials.</p> <p>Conduct research.</p> <p>Evaluate available resources for validity.</p> <p>Connect and summarize resources in projects/responses.</p>

Key Vocabulary:		
<p>Inquiry (questioning) Research</p>	<p><u>Validity</u> Key Concept/topic</p>	<p>Refocus Short project</p>

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>A student should::</p> <ul style="list-style-type: none"> -be able to answer questions and create projects using a variety of sources. -tell if an answer is a valid answer (not just opinion or not based on facts). -learn process of inquiry. -evaluate how to question for the best answer. <p>Real life context: Which product (cell phone, car, computer) is the best? What questions would help make that decision? Can one believe the advertisers? How are costs charged? Will there be hidden fees?</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Writing	Anchor Standard:	Research to Build and Present Knowledge	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.W.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.	6.W.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.	7.W.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.

Student Friendly Language:
<p>I can gather important information from a variety of print and digital sources.</p> <p>I can decide if the source is credible.</p> <p>I can summarize the information in own words or use direct quotes.</p> <p>I can avoid plagiarism.</p> <p>I can record source information.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Plagiarism ● Relevant information ● Credible text ● Direct quotes and paraphrase ● Bibliography 	<p>Plagiarism is illegal.</p> <p>Not all information is relevant to the topic being researched.</p> <p>Paraphrasing is restating the information in their own words.</p> <p>There is a formal way to cite sources.</p> <p>Not all sources are credible.</p>	<p>Apply paraphrasing and direct quotes to avoid plagiarism.</p> <p>Gather and analyze information for relevancy.</p> <p>Correctly cite sources in a bibliography.</p> <p>Assess the credibility of sources.</p>

Key Vocabulary:			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33.33%; vertical-align: top;"> <p><u>plagiarism</u></p> <p>digital</p> <p><u>direct quote</u></p> </td> <td style="width: 33.33%; vertical-align: top;"> <p><u>relevant</u></p> <p>paraphrase</p> </td> <td style="width: 33.33%; vertical-align: top;"> <p><u>credible</u></p> <p>bibliography</p> </td> </tr> </table>	<p><u>plagiarism</u></p> <p>digital</p> <p><u>direct quote</u></p>	<p><u>relevant</u></p> <p>paraphrase</p>	<p><u>credible</u></p> <p>bibliography</p>
<p><u>plagiarism</u></p> <p>digital</p> <p><u>direct quote</u></p>	<p><u>relevant</u></p> <p>paraphrase</p>	<p><u>credible</u></p> <p>bibliography</p>	
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”</p>			
<p>Knowing how to gather information, evaluate sources, and cite material accurately helps people become better informed, allowing them to report findings from their research and analyze sources in a clear and logical manner.</p> <p>Research which technology to purchase, which politician to vote for in an election, or which cell phone plan to purchase</p>			

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>5.W.9 Draw conclusions from literary or informational texts to support analysis, reflection and materials</p> <p>a. Apply grade 5 Reading standards to literature (e.g. “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]</p> <p>b. Apply grade 5 Reading standards to informational texts(e.g. “Explain how an author uses reasons and evidence to support a particular point in a text, identifying which reasons and evidence support which point”</p>	<p>6.W.9 Draw conclusions from literary or informational texts to support analysis, reflection, and materials.</p> <p>a. Apply grade 6 Reading standards to literature in terms of their approaches to similar themes and topics (e.g. “Compare and contrast texts in different forms or genre [stories, poems, historical novels and fantasy stories]</p> <p>b. Apply grade 6 Reading standards to literary nonfiction. (e.g. Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not)</p>	<p>7.W.9 Draw conclusions from literary or informational texts to support analysis, reflection and materials.</p> <p>a. Apply grade 7 reading standards to literature (e.g. Compare and contrast a fictional portrayal of time, place, and character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”</p> <p>b. Apply grade 7 Reading standards to literary nonfiction(e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning a sound and the evidence to relevant and sufficient to support the claims”</p>

Student Friendly Language:
<p>I can find information in what I read to support an idea in different types of text.</p> <p>I can compare/contrast different text.</p> <p>I can support my opinion/feeling of a literary text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Types of genres • Difference between fiction and nonfiction • Difference between compare and contrast • Difference between fact and opinion 	<p>They must use facts from text to support their ideas.</p> <p>The organization of text is different between fiction and nonfiction.</p> <p>Determining similarities and differences in text can lead to a better understanding of the text.</p>	<p>Evaluate a fiction and nonfiction text to determine similarities and differences.</p> <p>Read fiction and nonfiction text.</p> <p>Compare and contrast information from texts.</p> <p>Evaluate an argument and the topic from more than one source.</p> <p>Support specific claims using the text.</p> <p>Support ideas with details.</p>

Key Vocabulary:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">genre</td> <td style="width: 25%;"><u>nonfiction</u></td> <td style="width: 25%;"><u>fiction</u></td> <td style="width: 25%;">literary</td> </tr> <tr> <td>compare</td> <td>contrast</td> <td><u>drawing conclusions</u></td> <td>theme</td> </tr> </table>	genre	<u>nonfiction</u>	<u>fiction</u>	literary	compare	contrast	<u>drawing conclusions</u>	theme
genre	<u>nonfiction</u>	<u>fiction</u>	literary					
compare	contrast	<u>drawing conclusions</u>	theme					
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>								
<p>People need to understand that their conclusions become more credible when they are supported using information from the text.</p> <p>Changing a school lunch menu - support viewpoint</p> <p>Student Council elections</p> <p>Letter to the editor</p>								