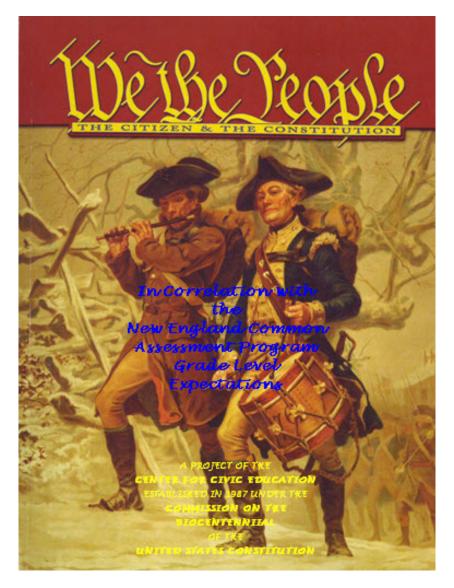
In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)



ALIGNMENT TO MIDDLE SCHOOL GLE OCTOBER 2008

The following GSEs are addressed in every unit.

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Reading GSE's

CHANGE STANDARDS TO GRADE 6,7,8

R-10-1 Applies word identification/ decoding strategies by ...

- R-10-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)
- R-10-2 Students identify the meaning of unfamiliar vocabulary by...
- **R—10—2.1a** Using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (State)
- **R—10—2.1b** Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge (Local)

R-10-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...

- **R-10–3.1** Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English (State)
- **R-10-3.2** Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (State) EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage.

R-10-12Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...

• R—10—12.1 Using a range of self-monitoring and self correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)

R-10-13Uses Comprehension strategies(flexibly and as needed) before, during, and after reading literary and informational text (Local)

EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential) (Local)(See also Appendix D)

R-10-14Demonstrates the habit of reading widely and extensively*by...

- R-10-14.1 Reading with frequency, including in school, out-of-school, and summer reading (Local)
- R-10-14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local)(See Appendix A)
- R-10-14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)

R-10-17Demonstrates participation in a literate community by...

- R-10-17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)
- R—10—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering
 comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations
 of peers, librarians, teachers, and others (Local)

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Writing GSEs

W-10-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)

W-10-1Students demonstrate command of the structures of sentences, paragraphs, and text by...

- W-10-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)
- W-10-1.2 Using paragraph structures appropriately (e.g., block or indented format (Local)
- W-10-1.3 Recognizing organizational structures within paragraphs or within texts (State)

EXAMPLES (of text structures): description, sequence, chronology, proposition/ support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive

- W-10-1.4 Applying a format and text structure appropriate to purpose, audience, and context (State)
- W-10-1.6 Applying directionality as appropriate to text (Local)

W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...

• W-10-9.1 Applying rules of Standard English usage to correct grammatical errors (State)

EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns

- W-10-9.2 Applying capitalization rules (Local)
- W-10-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning (State)

EXAMPLES: hyphens, dashes, parentheses

W-10-9.5 Applying conventional and word derivative spelling patterns/rules (State)

EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation

We The People	NECAP/Rhode Island	NECAP/Rhode Island	
The Citizens &	Reading GSEs	Writing Standards	
The Constitution			
Unit One: What b	e: What basic ideas about government did the Founders have?		
Lacase 4	R-10-7 Demonstrate initial understanding of	W-10-2 In response to literary or informational text,	
Lesson 1 What were the	informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table	students show understanding of plot /ideas/concepts by W-10-2.1 Selecting and summarizing key ideas to set	
British colonies in	of contents, glossary, index, transition words/phrases,	context, appropriate to audience (State)	
America like in	transitional devices (including use of white space), bold or	W-10-2.3 Connecting what has been read	
the 1700s?	italicized text, headings, subheadings, graphic organizers, charts,	(plot/ideas/concepts) to prior knowledge, other texts, or the	
	graphs, or illustrations]	broader world of ideas, by referring to and explaining relevant	
	(State)	ideas or themes (State)	
	R-10-7.2 Using information from the text to answer questions;	W-10-3 In response to literary or, informational text,	
	to state the main/central ideas; to provide supporting details; to	students make and support analytical judgments about	
	explain visual components supporting the text; or, to interpret	text by	
	maps, charts, timelines, tables, or diagrams. (State)	W-10-3.1a Establishing an interpretive claim/assertion in the	
	R-10-7.3 Organizing information to show understanding or	form of a thesis (purpose), when responding to a given prompt	
	relationships among facts, ideas, and events (e.g.,	(State)	
	representing main/central ideas or details within text through	W-10-3.2 Making inferences about the relationship(s) among	
	charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)	content, events, characters, setting, theme, or author's craft (State)	
	R-10-7.4 Generating questions before, during, and after reading	EXAMPLES: Making links to author's choice of words, style, bias,	
	to enhance understanding and recall; expand understanding	literary techniques, or point of view; making links to	
	and/or gain new information (Local)	characteristics of literary forms or genres	
	(2000)	W-10-3.3 Using specific details and references to text or	
	R-10-8 Analyze and interpret	relevant citations to support thesis, interpretations, or	
	informational text, citing evidence as appropriate by	conclusions n(State)	
	R-10-8.3 Drawing inferences about text, including author's	W-10-3.4 Organizing ideas, using transitional words/phrases	
	purpose (e.g., to inform, explain, entertain, persuade) or	and drawing a conclusion by synthesizing information (e.g.,	
	message; or explaining how purpose may affect the	demonstrate a connection to the broader world of ideas) (State)	
	interpretation of the text; or using supporting evidence to form or	OC 10 1 In and communication students demonstrate	
	evaluate opinions/judgments and assertions about central ideas that are relevant (State)	OC-10-1 In oral communication, students demonstrate interactive listening by	
	R-10-15 Research* by reading multiple sources	OC—10—1.1 Following verbal instructions, to perform specific	
	(including print and non-print texts) to solve a	tasks, to answer questions, or to solve problems (Local)	
	problem, or to make a decision,	OC-10-1.2 Summarizing, paraphrasing, questioning, or	
	or to formulate a judgment, or to support a thesis by	contributing to information presented (Local)	
	R-10-15.1 Identifying and evaluating potential sources of	OC-10-1.3 Identifying the thesis of a presentation,	
	information (Local)	determining the essential elements of elaboration, and	
		interpreting or evaluating the message (Local)	
	R—10—15.2 Evaluating and selecting the information presented,	OC-10-1.4 Participating in large and small group	
	in terms of completeness, relevance, and	discussions showing respect for a range of individual ideas	
	validity (Local)	(Local)	

Lesson 1 contd.	R-10-15.3 Organizing, analyzing, and interpreting the information (Local) R-10-15.4 Drawing conclusions/judgments and supporting them with evidence (Local)	OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 2 Why did the Founders believe that people needed a government?	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State) W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State) W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State) W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State) W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) OC-10-1.1 noral communication, students demonstrate interactive listening by OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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Lesson 3 What is a republican government?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret

informational text, citing evidence as appropriate by...

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-6 In informational writing, students organize ideas/concepts by ...

W--10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)

EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning

W-10--6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

W-10-7 In informational writing, students effectively convey purpose by...

W-10-7.1 Establishing a topic (State)

W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)

W-10-7.3 Writing with a sense of audience, when appropriate (State)

W-10-7.4 Establishing an authoritative voice (State)

W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that

might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation,

Lesson 3 contd.		determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 4 What is a	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-10-6 In informational writing, students organize
constitutional	R-10-7.1 Obtaining information from text features [e.g., table	ideas/concepts by W10-6.1 Using a text structure appropriate to focus/controlling
government?	of contents, glossary, index, transition words/phrases,	idea or thesis (e.g., purpose, audience, context) (State)
J	transitional devices (including use of white space), bold or	EXAMPLES (of text structures):sequence (in
	italicized text, headings, subheadings, graphic organizers, charts,	procedures),chronology, proposition/support, compare/contrast
	graphs, or illustrations]	problem/solution, cause/effect, investigation, deductive/inductive
	(State) R-10-7.2 Using information from the text to answer questions;	reasoning W-106.2 Selecting appropriate and relevant information
	to state the main/central ideas; to provide supporting details; to	(excluding extraneous details) to set context (State)
	explain visual components supporting the text; or, to interpret	W-10-7 In informational writing, students effectively
	maps, charts, timelines, tables, or diagrams. (State)	convey purpose by
		W-10-7.1 Establishing a topic (State)
	R-10-7.3 Organizing information to show understanding or	W-10-7.2 Stating and maintaining a focus/controlling
	relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through	idea/thesis (State) W-10-7.3 Writing with a sense of audience, when appropriate
	charting, mapping, paraphrasing, summarizing,	(State)
	comparing/contrasting, outlining (State)	W-10-7.4 Establishing an authoritative voice (State)
	R-10-7.4 Generating questions before, during, and after reading	W-10-7.5 Using precise and descriptive language that clarifies
	to enhance understanding and recall; expand understanding and/or gain new information (Local)	and supports intent (State) W-10-8 In informational writing, students demonstrate
	and/or gain new information (Local)	use of a range of elaboration strategies by
	R-10-8 Analyze and interpret informational text, citing	W-10-8.1 Including facts and details relevant to
	evidence as appropriate by	focus/controlling idea or thesis, and excluding extraneous
	R-10-8.3 Drawing inferences about text, including author's	information (State)
	purpose (e.g., to inform, explain, entertain, persuade) or	W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining,
	message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or	comparing, contrasting, or using visual images to
	evaluate opinions/judgments and assertions about central ideas	support intended purpose (State)
	that are relevant (State)	W-10-8.3 Addressing readers' concerns (anticipating and
		addressing potential problems, mistakes, or misunderstandings
		that
		might arise for the audience) (State) W-10-8.4 Commenting on the significance of the information (in
		reports, throughout the piece; in procedural or persuasive
		writing, as appropriate) (State)
		OC-10-1 In oral communication, students demonstrate
		interactive listening by

		OC-10-1.1 Following verbal instructions, to perform specific
		tasks, to answer questions, or to solve problems (Local)
Lesson 4 contd.		OC-10-1.2 Summarizing, paraphrasing, questioning, or
		contributing to information presented (Local)
		OC-10-1.3 Identifying the thesis of a presentation,
		determining the essential elements of elaboration, and
		interpreting or evaluating the message (Local)
		OC-10-1.4 Participating in large and small group
		discussions showing respect for a range of individual ideas
		(Local)
		OC-10-1.5 Reaching consensus to solve a problem, make a
		decision, or achieve a goal (Local)
		OC-10-2
		In oral communication, students make oral presentations
		by
		OC-10-2.1 Exhibiting logical organization and language use,
		appropriate to audience, context, and purpose (Local)
		OC—102.2 Maintaining a consistent focus (Local)
		OC-10-2.3 Including smooth transitions, supporting thesis
		with well-chosen details, and providing a coherent conclusion
		(Local)
		EXAMPLES (of support and elaboration): Using anecdotes,
		analogies, illustrations, visuals, detailed descriptions,
		restatements, paraphrases, examples, comparisons, artifacts
		OC10—2.4 Effectively responding to audience questions and
		feedback (Local)
		OC-10-2.5 Using a variety of strategies of address (e.g., eye
		contact, speaking rate, volume, articulation, enunciation,
		pronunciation, inflection, voice modulation, intonation, rhythm,
		and gesture) to communicate ideas effectively (Local)
	R-10-7 Demonstrate initial understanding of	W-10-6 In informational writing, students organize
Lesson 5	informational texts (expository and practical texts) by	ideas/concepts by
What ideas did	R-10-7.1 Obtaining information from text features [e.g., table	W10-6.1 Using a text structure appropriate to
the Founders use	of contents, glossary, index, transition words/phrases,	focus/controlling idea or thesis (e.g., purpose, audience, context)
in the Declaration	transitional devices (including use of white space), bold or	(State)
of Independence?	italicized text, headings, subheadings, graphic organizers, charts,	EXAMPLES (of text structures):sequence (in
	graphs, or illustrations]	procedures),chronology, proposition/support, compare/contrast
	(State)	problem/solution, cause/effect, investigation, deductive/inductive
	R-10-7.2 Using information from the text to answer questions;	reasoning
	to state the main/central ideas; to provide supporting details; to	W-106.2 Selecting appropriate and relevant information
	explain visual components supporting the text; or, to interpret	(excluding extraneous details) to set context (State)
	maps, charts, timelines, tables, or diagrams. (State)	W-10-7 In informational writing, students effectively
	R-10-7.3 Organizing information to show understanding or	convey purpose by
	relationships among facts, ideas, and events (e.g.,	W-10-7.1 Establishing a topic (State)

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Lesson 5 contd.

representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

- **W-10-7.2** Stating and maintaining a focus/controlling idea/thesis (State)
- **W-10-7.3** Writing with a sense of audience, when appropriate (State)
- **W-10-7.4** Establishing an authoritative voice (State)
- **W-10-7.5** Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

- **W-10-8.1** Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)
- **W-10-8.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)
- **W-10-8.3** Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)
- **W-10-8.4** Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

- **OC—10—1.1** Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)
- **OC-10-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local)
- **OC-10-1.3** Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)
- **OC-10-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local)
- **OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

OC-10-2

In oral communication, students make oral presentations by...

- **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
- **OC—10--2.2** Maintaining a consistent focus (Local)
- **OC—10—2.3** Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion

Lesson 5 contd.		(Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts OC10—2.4 Effectively responding to audience questions and feedback (Local) OC—10—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local) W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by W-10-14.1 Engaging the reader by establishing context (purpose) (State) W-10-14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State) W-10-14.3 Using an organizational structure that allows for a progression of ideas to develop (State) W-10-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State) W-10-14.5 Providing closure - leaving the reader with
		something to think about (State)
Lesson 6	R-10-7 Demonstrate initial understanding of	W-10-6 In informational writing, students organize
What were the	informational texts (expository and practical texts) by	ideas/concepts by
first state	R-10-7.1 Obtaining information from text features [e.g., table	W10-6.1 Using a text structure appropriate to
governments like?	of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or	focus/controlling idea or thesis (e.g., purpose, audience, context) (State)
	italicized text, headings, subheadings, graphic organizers, charts,	EXAMPLES (of text structures):sequence (in
	graphs, or illustrations]	procedures),chronology, proposition/support, compare/contrast
	(State)	problem/solution, cause/effect, investigation, deductive/inductive
	R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to	reasoning W-106.2 Selecting appropriate and relevant information
	explain visual components supporting the text; or, to interpret	(excluding extraneous details) to set context (State)
	maps, charts, timelines, tables, or diagrams. (State)	W-10-7 In informational writing, students effectively
	R-10-7.3 Organizing information to show understanding or	convey purpose by
	relationships among facts, ideas, and events (e.g.,	W-10-7.1 Establishing a topic (State)
	representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	comparing, mapping, parapinasing, summarizing, comparing/contrasting, outlining (State)	W-10-7.3 Writing with a sense of audience, when appropriate
	R-10-7.4 Generating questions before, during, and after reading	(State)
	to enhance understanding and recall; expand understanding	W-10-7.4 Establishing an authoritative voice (State)

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Lesson 6 contd.

and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens & The	Reading GSEs	Writing Standards
Constitution		3
Unit Two: How did th	ne Founders write our Constitution?	
Lesson 7	R-10-7 Demonstrate initial understanding of informational	W-10-6 In informational writing, students organize
What was the first	texts (expository and practical texts) by	ideas/concepts by
national	R-10-7.1 Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling
government like?	contents, glossary, index, transition words/phrases,	idea or thesis (e.g., purpose, audience, context) (State)
	transitional devices (including use of white space), bold or italicized	EXAMPLES (of text structures):sequence (in
	text, headings, subheadings, graphic organizers, charts, graphs, or	procedures),chronology, proposition/support, compare/contrast
	illustrations]	problem/solution, cause/effect, investigation, deductive/inductive
	(State)	reasoning
	R-10-7.2 Using information from the text to answer questions; to	W-106.2 Selecting appropriate and relevant information
	state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts,	(excluding extraneous details) to set context (State) W-10-7 In informational writing, students effectively
	timelines, tables, or diagrams. (State)	convey purpose by
	R-10-7.3 Organizing information to show understanding or	W-10-7.1 Establishing a topic (State)
	relationships among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
	representing main/central ideas or details within text through	(State)
	charting, mapping, paraphrasing, summarizing,	W-10-7.3 Writing with a sense of audience, when appropriate
	comparing/contrasting, outlining (State)	(State)
	R-10-7.4 Generating questions before, during, and after reading to	W-10-7.4 Establishing an authoritative voice (State)
	enhance understanding and recall; expand understanding and/or	W-10-7.5 Using precise and descriptive language that clarifies and
	gain new information (Local)	supports intent (State)
		W-10-8 In informational writing, students demonstrate use
		of a range of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling
		idea or thesis, and excluding extraneous information (State)
		W-10-8.2 Including sufficient details or facts for appropriate
		depth of information: naming, describing, explaining,
		comparing, contrasting, or using visual images to support intended purpose (State)
		W-10-8.3 Addressing readers' concerns (anticipating and
		addressing potential problems, mistakes, or misunderstandings
		that
		might arise for the audience) (State)
		W-10-8.4 Commenting on the significance of the information (in
		reports, throughout the piece; in procedural or persuasive writing,
		as appropriate) (State)
		OC-10-1 In oral communication, students demonstrate
		interactive listening by
		OC—10—1.1 Following verbal instructions, to perform specific
		tasks, to answer questions, or to solve problems (Local)
		OC-10-1.2 Summarizing, paraphrasing, questioning, or

	contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation,
	determining the essential elements of elaboration, and
Lesson 7 contd.	interpreting or evaluating the message (Local)
	OC-10-1.4 Participating in large and small group
	discussions showing respect for a range of individual ideas (Local)
	OC-10-1.5 Reaching consensus to solve a problem, make a
	decision, or achieve a goal (Local)
	W-10-2 In response to literary or informational text,
	students show understanding of plot /ideas/concepts by
	W-10-2.1 Selecting and summarizing key ideas to set
	context, appropriate to audience (State)
	W-10-2.3 Connecting what has been read
	(plot/ideas/concepts) to prior knowledge, other texts, or the
	broader world of ideas, by referring to and explaining relevant
	ideas or themes (State)
	W-10-3 In response to literary or, informational text,
	students make and support analytical judgments about text
	by
	W-10-3.1a Establishing an interpretive claim/assertion in the
	form of a thesis (purpose), when responding to a given prompt
	(State)
	W-10-3.2 Making inferences about the relationship(s) among
	content, events, characters, setting, theme, or author's craft
	(State)
	EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics
	of literary forms or genres
	W-10-3.3 Using specific details and references to text or relevant
	citations to support thesis, interpretations, or conclusions n(State)
	W-10-3.4 Organizing ideas, using transitional words/phrases and
	drawing a conclusion by synthesizing information (e.g.,
	demonstrate a connection to the broader world of ideas) (State)
	W-10-4In written narratives, students organize and relate
	a story line/plot/series of events by
	W-10-4.1 Creating a clear and coherent (logically consistent)
	story line (Local)
	W-10-4.2 Establishing context, character motivation,
	problem/conflict/challenge, and resolution, significance of setting,
	and maintaining point of view (Local)
	W-10-4.3 Using a variety of effective transitional devices
	(e.g., ellipses; time transitions: such as flashback or
	foreshadowing; white space; or words/phrases) to enhance
	meaning (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 7 contd.		W-10-4.4 Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning
Lesson / contu.		(Local)
		W-10-4.5 Establishing and maintaining theme (Local) W-10-4.6 Providing a sense of closure (Local)
		W-10-5 Students demonstrate use of narrative strategies to engage the reader by
		W-10-5.1 Creating images, using relevant and descriptive details and
		sensory language to advance the plot/story line (Local) W-10-5.2 Using dialogue to advance plot/story line (Local) W-10-5.3 Developing characters through description, dialogue,
		actions, and relationships with other characters, when appropriate (Local)
		W-10-5.4 Using voice appropriate to purpose (Local) W-10-5.5 Maintaining focus (Local)
		W-10-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local)
		W-10-5.7 Controlling the pace of the story (Local) EXAMPLES: Intentional use of sentence length and punctuation
Lesson 8 How was the	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-10-6 In informational writing, students organize ideas/concepts by
Philadelphia Convention organized?	R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized	W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in
organizeu:	transitional devices (including use of white space), bold of italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)	procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive
	R-10-7.2 Using information from the text to answer questions; to	reasoning W-106.2 Selecting appropriate and relevant information (valuding autopasses details) to act content (Chats)
	state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)	(excluding extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose by
	R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g.,	W-10-7.1 Establishing a topic (State) W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
	representing main/central ideas or details within text through	(State)
	charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)	W-10-7.3 Writing with a sense of audience, when appropriate (State)
	R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	W-10-7.4 Establishing an authoritative voice (State) W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)
	gain new information (Local)	W-10-8 In informational writing, students demonstrate use

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 8 contd.

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that

might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

OC-10-2 In oral communication, students make oral presentations by...

OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)

OC—10--2.2 Maintaining a consistent focus (Local)

OC—10—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

OC--10—2.4 Effectively responding to audience questions and feedback (Local)

OC—10—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 9 How many representatives should each state have in Congress?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret

informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-6 In informational writing, students organize ideas/concepts by ...

W--10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)

EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning

W-10--6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 10 What did the Framers do about the problem of slavery?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7:

Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...

W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)

W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...

W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)

W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)

W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

W-10-4In written narratives, students organize and relate a story line/plot/series of events by...

W-10-4.1 Creating a clear and coherent (logically consistent) story line (Local)

W-10-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)

W-10-4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)

W-10-4.4 Using a variety of effective literary devices (i.e., flashback or

foreshadowing, figurative language imagery) to enhance meaning (Local)

W-10-4.5 Establishing and maintaining theme (Local)

Lesson 10 contd.	W-10-4.6 Providing a sense of closure (Local)
	W-10-5 Students demonstrate use of narrative
	strategies to engage
	the reader by
	W-10-5.1 Creating images, using relevant and descriptive details and
	sensory language to advance the plot/story line (Local) W-10-5.2 Using dialogue to advance plot/story line (Local)
	W-10-5.3 Developing characters through description,
	dialogue, actions, and relationships with other characters, when
	appropriate (Local) W-10-5.4 Using voice appropriate to purpose (Local)
	W-10-5.5 Maintaining focus (Local)
	W-10-5.6 Selecting and elaborating important ideas; and
	excluding extraneous details (Local)
	W-10-5.7 Controlling the pace of the story (Local)
	EXAMPLES: Intentional use of sentence length and punctuation
	OC-10-1 In oral communication, students demonstrate
	interactive listening by
	OC-10-1.1 Following verbal instructions, to perform specif
	tasks, to answer questions, or to solve problems (Local)
	OC-10-1.2 Summarizing, paraphrasing, questioning, or
	contributing to information presented (Local)
	OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and
	interpreting or evaluating the message (Local)
	OC-10-1.4 Participating in large and small group
	discussions showing respect for a range of individual ideas (Local)
	OC-10-1.5 Reaching consensus to solve a problem, make a
	decision, or achieve a goal (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

W. The Decel	NECAD (Disability Talas)	_	
We The People	NECAP/Rhode Island		
The Citizens & The	Reading GSEs		
Constitution Unit Three, How does the Constitution expanies our government?		_	
Lesson 11	Unit Three: How does the Constitution organize our government?		
What basic ideas	R-10-7 Demonstrate initial understanding of informational texts		
	(expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of		
about government are included in the	contents, glossary, index, transition words/phrases,		
Preamble to the	transitional devices (including use of white space), bold or italicized		
Constitution?	text, headings, subheadings, graphic organizers, charts, graphs, or illustrations]		
	(State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)		
	R-10-7 Demonstrate initial understanding of informational texts		
	(expository and practical texts) by		
	R-10-7.3 Organizing information to show understanding or		
	relationships among facts, ideas, and events (e.g.,		
	representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,		
	comparing/contrasting, outlining (State)		
	R-10-7: Demonstrate initial understanding of informational		
	texts (expository and practical texts) by		
	R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)		
	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by		
	R-10-8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)		
	EXAMPLE: Students are asked to compare information presented in two textual excerpts.		
	R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)		
	EXAMPLE: How does the title of the article reflect the author's perspective?		
	R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and		

Writing Standards

NECAP/Rhode Island

W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...

W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)

W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...

W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)

W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)

W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas

	assertions about central ideas that are relevant (State)	(Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 11 contd.		OC—10—2 In oral communication, students make oral presentations by OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) OC—10—2.2 Maintaining a consistent focus (Local) OC—10—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts OC10—2.4 Effectively responding to audience questions and feedback (Local) OC—10—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 12 How does the Constitution limit the powers of our government?	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-10-8 Analyze and interpret informational text, citing evidence	ideas/concepts by W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose by W-10-7.1 Establishing a topic (State) W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State) W-10-7.3 Writing with a sense of audience, when appropriate (State) W-10-7.4 Establishing an authoritative voice (State) W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State) W-10-8 In informational writing, students demonstrate
	as appropriate by R-10-8.1 Explaining connections about information within a text,	use of a range of elaboration strategies by W-10-8.1 Including facts and details relevant to

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 12 contd.

across texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that

might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

Lesson 13 What is the legislative branch?

$R\!-\!10\!-\!7$ Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,

W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...

W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)

W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...

W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)

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Lesson 13 contd.

comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)

W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

OC-10-2 In oral communication, students make oral presentations by...

OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)

OC—10--2.2 Maintaining a consistent focus (Local)

OC—10—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)

EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts **OC--10—2.4** Effectively responding to audience questions and feedback (Local)

OC-10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)

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Lesson 13 contd.		
		W-10-6 In informational writing, students organize
		ideas/concepts by
		W10-6.1 Using a text structure appropriate to
		focus/controlling idea or thesis (e.g., purpose, audience,
		context) (State)
		EXAMPLES (of text structures):sequence (in
		procedures), chronology, proposition/support, compare/contrast
		problem/solution, cause/effect, investigation,
		deductive/inductive reasoning
		W-106.2 Selecting appropriate and relevant information
		(excluding extraneous details) to set context (State)
		W-10-7 In informational writing, students effectively
		convey purpose by
		W-10-7.1 Establishing a topic (State)
		W-10-7.2 Stating and maintaining a focus/controlling
		idea/thesis (State)
		W-10-7.3 Writing with a sense of audience, when appropriate
		(State)
		W-10-7.4 Establishing an authoritative voice (State)
		W-10-7.5 Using precise and descriptive language that clarifies
		and supports intent (State)
		W-10-8 In informational writing, students demonstrate
		use of a range of elaboration strategies by
		W-10-8.1 Including facts and details relevant to
		focus/controlling idea or thesis, and excluding extraneous
		information (State)
		W-10-8.2 Including sufficient details or facts for appropriate
		depth of information: naming, describing, explaining,
		comparing, contrasting, or using visual images to
		support intended purpose (State)
		W-10-8.3 Addressing readers' concerns (anticipating and
		addressing potential problems, mistakes, or misunderstandings
		that
		might arise for the audience) (State)
		W-10-8.4 Commenting on the significance of the information
		(in reports, throughout the piece; in procedural or persuasive
		writing, as appropriate) (State)
Lesson 14	R-10-7 Demonstrate initial understanding of informational texts	W-10-2 In response to literary or informational text,
What is the	(expository and practical texts) by	students show understanding of plot /ideas/concepts
executive branch?	R-10-7.1 Obtaining information from text features [e.g., table of	by
	contents, glossary, index, transition words/phrases,	W-10-2.1 Selecting and summarizing key ideas to set
	transitional devices (including use of white space), bold or italicized	context, appropriate to audience (State)
	text, headings, subheadings, graphic organizers, charts, graphs, or	W-10-2.3 Connecting what has been read
	illustrations	(plot/ideas/concepts) to prior knowledge, other texts, or the
	aaa.aa.aa	(p. o.g. acces, conseque) to prior informedge, cancil texto, of the

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(State)

Lesson 14 contd.

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...

W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)

W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)

W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

W-10-6 In informational writing, students organize ideas/concepts by ...

W--10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)

EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning

W-10--6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

W-10-7 In informational writing, students effectively convey purpose by...

W-10-7.1 Establishing a topic (State)

W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)

W-10-7.3 Writing with a sense of audience, when appropriate (State)

W-10-7.4 Establishing an authoritative voice (State)

W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous

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		T
Lesson 14 contd.		information (State) W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State) W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State) W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)
		OC-10-1 In oral communication, students demonstrate interactive listening by OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) OC—10—2 In oral communication, students make oral presentations by OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) OC—10—2.2 Maintaining a consistent focus (Local) OC—10—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts OC10—2.4 Effectively responding to audience questions and feedback (Local) OC—10—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, rhythm, and gesture) to communicate ideas effectively (Local)
Losson 15	D 10 7 Domonstrate initial understanding of informational tanks	OC 10 1 In our communication students demands
Lesson 15	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

What is the judicial branch?	(expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	interactive listening by OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
	R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts. R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective? R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	
Lesson 16 How did the Constitution create a federal system of government?	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)	OC-10-1 In oral communication, students demonstrate interactive listening by OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and

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Lesson 16 contd.

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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We The People The Citizens &	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
The Constitution	Reduing 6525	Triting Standards
	es the Constitution protect our basic rights?	
Lesson 17	R-10-7 Demonstrate initial understanding of informational	
How does the	texts (expository and practical texts) by	W-10-6 In informational writing, students organize
Constitution	R-10-7.1 Obtaining information from text features [e.g., table of	ideas/concepts by
protect your right	contents, glossary, index, transition words/phrases,	W10-6.1 Using a text structure appropriate to focus/controlling
to freedom of	transitional devices (including use of white space), bold or italicized	idea or thesis (e.g., purpose, audience, context) (State)
expression?	text, headings, subheadings, graphic organizers, charts, graphs, or	EXAMPLES (of text structures):sequence (in procedures),chronology,
	illustrations]	proposition/support, compare/contrast problem/solution,
	(State)	cause/effect, investigation, deductive/inductive reasoning
	R-10-7.2 Using information from the text to answer questions; to	W-106.2 Selecting appropriate and relevant information
	state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts,	(excluding extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey
	timelines, tables, or diagrams. (State)	purpose by
	R-10-7.3 Organizing information to show understanding or	W-10-7.1 Establishing a topic (State)
	relationships among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
	representing main/central ideas or details within text through	(State)
	charting, mapping, paraphrasing, summarizing,	W-10-7.3 Writing with a sense of audience, when appropriate
	comparing/contrasting, outlining (State)	(State)
	R-10-7.4 Generating questions before, during, and after reading to	W-10-7.4 Establishing an authoritative voice (State)
	enhance understanding and recall; expand understanding and/or	W-10-7.5 Using precise and descriptive language that clarifies and
	gain new information (Local)	supports intent (State)
		W-10-8 In informational writing, students demonstrate use
	R-10-8 Analyze and interpret informational text, citing	of a range of elaboration strategies by
	evidence as appropriate by	W-10-8.1 Including facts and details relevant to focus/controlling
	R-10-8.1 Explaining connections about information <i>within</i> a text,	idea or thesis, and excluding extraneous information (State)
	across texts, or to related ideas (State)	W-10-8.2 Including sufficient details or facts for appropriate depth
	EXAMPLE: Students are asked to compare information presented in	of information: naming, describing, explaining,
	two textual excerpts.	comparing, contrasting, or using visual images to
	R-10-8.2 Synthesizing and evaluating information within or across	support intended purpose (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that
	EXAMPLE: How does the title of the article reflect the author's	might arise for the audience) (State)
	perspective?	W-10-8.4 Commenting on the significance of the information (in
	R-10-8.3 Drawing inferences about text, including author's purpose	reports, throughout the piece; in procedural or persuasive writing, as
	(e.g., to inform, explain, entertain, persuade) or message; or	appropriate) (State)
	explaining how purpose may affect the interpretation of the text; or	
	using supporting evidence to form or evaluate opinions/judgments	OC-10-1 In oral communication, students demonstrate
	and assertions about central ideas that are relevant (State)	interactive listening by
	, ,	OC-10-1.1 Following verbal instructions, to perform specific tasks,
		to answer questions, or to solve problems (Local)
		OC-10-1.2 Summarizing, paraphrasing, questioning, or
		contributing to information presented (Local)

assertions or controlling ideas) (State)

perspective?

EXAMPLE: How does the title of the article reflect the author's

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message;

or using supporting evidence to form or evaluate

or explaining how purpose may affect the interpretation of the text;

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Lesson 17 contd.		OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 18	R-10-7 Demonstrate initial understanding of informational	W-10-6 In informational writing, students organize
How does the	texts (expository and practical texts) by	ideas/concepts by
Constitution	R-10-7.1 Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling
protect your right	contents, glossary, index, transition words/phrases,	idea or thesis (e.g., purpose, audience, context) (State)
to freedom of	transitional devices (including use of white space), bold or italicized	EXAMPLES (of text structures):sequence (in procedures),chronology,
religion?	text, headings, subheadings, graphic organizers, charts, graphs, or illustrations]	proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning
	(State)	W-106.2 Selecting appropriate and relevant information (excluding
	R-10-7.2 Using information from the text to answer questions; to	extraneous details) to set context (State)
	state the main/central ideas; to provide supporting details; to	W-10-7 In informational writing, students effectively convey
	explain visual components supporting the text; or, to interpret	purpose by
	maps, charts, timelines, tables, or diagrams. (State)	W-10-7.1 Establishing a topic (State)
	R-10-7.3 Organizing information to show understanding or	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
	relationships among facts, ideas, and events (e.g.,	(State)
	representing main/central ideas or details within text through	W–10–7.3 Writing with a sense of audience, when appropriate
	charting, mapping, paraphrasing, summarizing,	(State)
	comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to	W-10-7.4 Establishing an authoritative voice (State) W-10-7.5 Using precise and descriptive language that clarifies and
	enhance understanding and recall; expand understanding and/or	supports intent (State)
	gain new information (Local)	W-10-8 In informational writing, students demonstrate use of
	gain new micrimation (2004)	a range of elaboration strategies by
	R-10-8 Analyze and interpret informational text, citing	W-10-8.1 Including facts and details relevant to focus/controlling
	evidence as appropriate by	idea or thesis, and excluding extraneous information (State)
	R-10-8.1 Explaining connections about information <i>within</i> a text,	W-10-8.2 Including sufficient details or facts for appropriate depth
	across texts, or to related ideas (State)	of information: naming, describing, explaining,
	EXAMPLE: Students are asked to compare information presented in	comparing, contrasting, or using visual images to
	two textual excerpts.	support intended purpose (State)
	R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise
	text(s) (e.g., constructing appropriate titles, or formulating	potential problems, mistakes, or misunderstandings that might arise

ing and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

W-10-12 In writing poetry, students demonstrate awareness of purpose by...

W-10-12.1 Writing poems in a variety of voices for a variety of audiences (purpose) (Local)

	opinions/judgments and assertions about central ideas that are	W-10-12.2 Writing poems that express speaker's moods, thoughts,
Lesson 18 contd.	relevant (State)	or feelings (Local)
		W-10-12.3 Choosing conventional or alternative text structures to
		achieve impact (Local)
		EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode,
		concrete poems
		W-10-13.1 Selecting vocabulary according to purpose and for effect
		on audience (Local)
		W-10-13.2 Using rhyme, rhythm, meter, literary elements (e.g.,
		setting, plot, characters) or figurative language (Local)
		EXAMPLES (of figurative language): simile, personification,
		alliteration, onomatopoeia, metaphor
		W-10-13.3 Selecting and manipulating words, phrases, or clauses,
		for connotation/shades of meaning and impact (Local)
		W-10-13.4 Using a variety of poetic forms (Local)
		W-10-2 In response to literary or informational text, students
		show understanding of plot /ideas/concepts by
		W-10-2.1 Selecting and summarizing key ideas to set
		context, appropriate to audience (State)
		W-10-2.3 Connecting what has been read(plot/ideas/concepts) to
		prior knowledge, other texts, or the broader world of ideas, by
		referring to and explaining relevant ideas or themes (State)
		W-10-3 In response to literary or, informational text,
		students make and support analytical judgments about text
		by
		W-10-3.1a Establishing an interpretive claim/assertion in the form
		of a thesis (purpose), when responding to a given prompt (State)
		W-10-3.2 Making inferences about the relationship(s) among
		content, events, characters, setting, theme, or author's craft (State)
		EXAMPLES: Making links to author's choice of words, style, bias,
		literary techniques, or point of view; making links to characteristics of
		literary forms or genres
		W-10-3.3 Using specific details and references to text or relevant
		citations to support thesis, interpretations, or conclusions (State)
		W-10-3.4 Organizing ideas, using transitional words/phrases and
		drawing a conclusion by synthesizing information (e.g., demonstrate a
		connection to the broader world of ideas) (State)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 19
How does the
Constitution
protect your right
to equal
protection of the
laws?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 20 How does the Constitution protect your right to due process of law?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-6 In informational writing, students organize ideas/concepts by ...

W--10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning

W-10--6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

W-10-7 In informational writing, students effectively convey purpose by...

W-10-7.1 Establishing a topic (State)

W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)

W-10-7.3 Writing with a sense of audience, when appropriate (State)

W-10-7.4 Establishing an authoritative voice (State)

W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)

W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group

discussions showing respect for a range of individual ideas (Local)

Lesson 20 contd.		OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 21 How does the Constitution protect your right to vote?	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts. R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective? R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State) W-10-6 In informational writing, students organize ideas/concepts by W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose by W-10-7.1 Establishing a topic (State) W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State) W-10-7.3 Writing with a sense of audience, when appropriate (State) W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State) W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State) W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State) W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State) OC-10-1.1 In oral communication, students demonstrate interactive listening by OC-10-1.1 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, and
		to answer questions, or to solve problems (Local) OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

	interpreting or evaluating the message (Local)
	OC-10-1.4 Participating in large and small group
Lesson 21 contd.	discussions showing respect for a range of individual ideas (Local)
	OC-10-1.5 Reaching consensus to solve a problem, make a decision,
	or achieve a goal (Local)
	OC-10-2
	In oral communication, students make oral presentations by
	OC-10-2.1 Exhibiting logical organization and language use,
	appropriate to audience, context, and purpose (Local)
	OC—102.2 Maintaining a consistent focus (Local)
	OC-10-2.3 Including smooth transitions, supporting thesis with
	well-chosen details, and providing a coherent conclusion (Local)
	EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	illustrations, visuals, detailed descriptions, restatements,
	paraphrases, examples, comparisons, artifacts
	OC10—2.4 Effectively responding to audience questions and
	feedback (Local)
	OC-10-2.5 Using a variety of strategies of address (e.g., eye
	contact, speaking rate, volume, articulation, enunciation,
	pronunciation, inflection, voice modulation, intonation, rhythm, and
	gesture) to communicate ideas effectively (Local)
	W-10-2 In response to literary or informational text, students
	show understanding of plot /ideas/concepts by
	W-10-2.1 Selecting and summarizing key ideas to set
	context, appropriate to audience (State)
	W-10-2.3 Connecting what has been read
	(plot/ideas/concepts) to prior knowledge, other texts, or the broader
	world of ideas, by referring to and explaining relevant ideas or themes
	(State)
	W 40 0 To proceed to Phonocological Local
	W-10-3 In response to literary or, informational text,
	students make and support analytical judgments about text
	by W-10-3 1a Establishing an interpretive claim/assertion in the form
	W-10-3.1a Establishing an interpretive claim/assertion in the form
-	
	W-10-3.4 Organizing ideas, using transitional words/phrases and
	drawing a conclusion by synthesizing information (e.g., demonstrate a
•	of a thesis (purpose), when responding to a given prompt (State) W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)

		connection to the broader world of ideas) (State)
		connection to the broader world of ideas) (State)
We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens &	Reading GSEs	Writing Standards
The Constitution		
	the responsibilities of citizens?	
Lesson 22	R-10-7 Demonstrate initial understanding of informational	W-10-6 In informational writing, students organize
What is the role of	texts (expository and practical texts) by	ideas/concepts by
the United States	R-10-7.1 Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling
in the world	contents, glossary, index, transition words/phrases,	idea or thesis (e.g., purpose, audience, context) (State)
today?	transitional devices (including use of white space), bold or italicized	EXAMPLES (of text structures):sequence (in procedures),chronology,
	text, headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution,
	illustrations](State)	cause/effect, investigation, deductive/inductive reasoning
	R-10-7.2 Using information from the text to answer questions; to	W-106.2 Selecting appropriate and relevant information
	state the main/central ideas; to provide supporting details; to explain	(excluding extraneous details) to set context (State)
	visual components supporting the text; or, to interpret maps, charts,	W-10-7 In informational writing, students effectively convey
	timelines, tables, or diagrams. (State)	purpose by
	R-10-7.3 Organizing information to show understanding or	W-10-7.1 Establishing a topic (State)
	relationships among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
	representing main/central ideas or details within text through	(State)
	charting, mapping, paraphrasing, summarizing,	W-10-7.3 Writing with a sense of audience, when appropriate
	comparing/contrasting, outlining (State)	(State)
	R-10-7.4 Generating questions before, during, and after reading to	W-10-7.4 Establishing an authoritative voice (State)
	enhance understanding and recall; expand understanding and/or	W-10-7.5 Using precise and descriptive language that clarifies and
	gain new information (Local)	supports intent (State) W-10-8 In informational writing, students demonstrate use
	R-10-8 Analyze and interpret informational text, citing	of a range of elaboration strategies by
	evidence as appropriate by	W-10-8.1 Including facts and details relevant to focus/controlling
	R-10-8.1 Explaining connections about information <i>within</i> a text,	idea or thesis, and excluding extraneous information (State)
	across texts, or to related ideas (State)	W-10-8.2 Including sufficient details or facts for appropriate depth
	EXAMPLE: Students are asked to compare information presented in	of information: naming, describing, explaining,
	two textual excerpts.	comparing, contrasting, or using visual images to
	R-10-8.2 Synthesizing and evaluating information within or across	support intended purpose (State)
	text(s) (e.g., constructing appropriate titles; or formulating	W-10-8.3 Addressing readers' concerns (anticipating and addressing
	assertions or controlling ideas) (State)	potential problems, mistakes, or misunderstandings that might arise
	EXAMPLE: How does the title of the article reflect the author's	for the audience) (State)
	perspective?	
	R-10-8.3 Drawing inferences about text, including author's purpose	OC-10-1 In oral communication, students demonstrate
	(e.g., to inform, explain, entertain, persuade) or message; or	interactive listening by
	explaining how purpose may affect the interpretation of the text; or	OC-10-1.1 Following verbal instructions, to perform specific tasks,
	using supporting evidence to form or evaluate opinions/judgments	to answer questions, or to solve problems (Local)
	and assertions about central ideas that are relevant (State)	OC-10-1.2 Summarizing, paraphrasing, questioning, or

contributing to information presented (Local)
OC-10-1.3 Identifying the thesis of a presentation,
determining the essential elements of elaboration, and
interpreting or evaluating the message (Local)
OC-10-1.4 Participating in large and small group
discussions showing respect for a range of individual ideas (Local)
OC-10-1.5 Reaching consensus to solve a problem, make a decision,
or achieve a goal (Local)
OC-10-2In oral communication, students make oral
presentations by
OC—10—2.1 Exhibiting logical organization and language use,
appropriate to audience, context, and purpose (Local)
OC—102.2 Maintaining a consistent focus (Local)
OC—10—2.3 Including smooth transitions, supporting thesis with
well-chosen details, and providing a coherent conclusion (Local)
EXAMPLES (of support and elaboration): Using anecdotes, analogies,
illustrations, visuals, detailed descriptions, restatements,
paraphrases, examples, comparisons, artifacts
OC10—2.4 Effectively responding to audience questions and
feedback (Local)
OC—10—2.5 Using a variety of strategies of address (e.g., eye
contact, speaking rate, volume, articulation, enunciation,
pronunciation, inflection, voice modulation, intonation, rhythm, and
gesture) to communicate ideas effectively (Local)
W-10-2 In response to literary or informational text,
students show understanding of plot /ideas/concepts by
W-10-2.1 Selecting and summarizing key ideas to set
context, appropriate to audience (State)
W-10-2.3 Connecting what has been read
(plot/ideas/concepts) to prior knowledge, other texts, or the broader
world of ideas, by referring to and explaining relevant ideas or
themes (State)
W-10-3 In response to literary or, informational text,
students make and support analytical judgments about text
by
W-10-3.1a Establishing an interpretive claim/assertion in the form
of a thesis (purpose), when responding to a given prompt (State)
W-10-3.2 Making inferences about the relationship(s) among
content, events, characters, setting, theme, or author's craft (State)
EXAMPLES: Making links to author's choice of words, style, bias,
literary techniques, or point of view; making links to characteristics
of literary forms or genres
W-10-3.3 Using specific details and references to text or relevant
citations to support thesis, interpretations, or conclusions n(State)

In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

Lesson 23
What are some
important
responsibilities of
citizens?

R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...

R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State)

R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)

EXAMPLE: How does the title of the article reflect the author's perspective?

R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

W-10-6 In informational writing, students organize ideas/concepts by \dots

W--10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning

W-10--6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

W-10-7 In informational writing, students effectively convey purpose by...

W-10-7.1 Establishing a topic (State)

W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)

W-10-7.3 Writing with a sense of audience, when appropriate (State)

W-10-7.4 Establishing an authoritative voice (State)

W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)

OC-10-1 In oral communication, students demonstrate interactive listening by ...

OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)

OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)

OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

		OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 24 How can citizens promote the common good?	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State) R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-10-8 Analyze and interpret informational text, citing evidence as appropriate by R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts. R-10-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective? R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	OC-10-1 In oral communication, students demonstrate interactive listening by OC—10—1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) OC—10—2In oral communication, students make oral presentations by OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) OC—10—2.2 Maintaining a consistent focus (Local) OC—10—2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts OC10—2.4 Effectively responding to audience questions and feedback (Local) OC—10—2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)