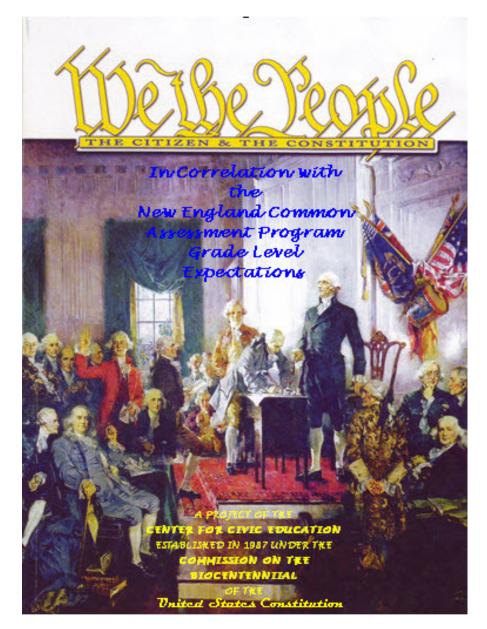
In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)



# ALIGNMENT TO HIGH SCHOOL GLE OCTOBER 2008

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

The following GSEs are addressed in every unit.

### <u>Reading GSE's</u>

### 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

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

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
An Introduction to the Stud	v of the Constitution	
WHAT DO YOU KNOW ABOUT THE DECLARATION OF INDEPENDENCE?	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,	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
WHAT DO YOU KNOW ABOUT THE CONSTITUTION?	subheadings, graphic organizers, charts, graphs, or illustrations. (State) <b>R-10-7.2</b> 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)	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
WHAT DO YOU KNOW ABOUT THE BILL OF RIGHTS?	<b>R-10-7.3</b> 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)	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
WHAT DO YOU KNOW ABOUT THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP?	<ul> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</li> </ul>	<ul> <li>W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)</li> <li>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</li> </ul>
WHERE CAN THE MOST IMPORTANT PROTECTION OF RIGHTS BE FOUND?	<ul> <li>R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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?</li> <li>R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining</li> </ul>	(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
	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) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) <b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State) <b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)	<ul> <li>W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)</li> <li>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)</li> </ul>

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Span Expectations	NECAP/Rhode Island Writing Grade Span Expectations
	THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF THE AMER	RICAN POLITICAL SYSTEM?
	R-10-7 Demonstrate initial understanding of informational texts	W-10-2 In response to literary or informational text, students
LESSON 1	(expository and practical texts) by	show understanding of plot /ideas/concepts by
	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	W-10-2.1 Selecting and summarizing key ideas to set context,
WHAT DID IHE	contents, glossary, index, transition words/phrases, transitional devices	appropriate to audience (State)
FOUNDERS THINK	(including use of white space), bold or italicized text, headings,	W-10-2.3 Connecting what has been read (plot/ideas/concepts) to pri-
ABOUT	subheadings, graphic organizers, charts, graphs, or illustrations. (State)	knowledge, other texts, or the broader world of ideas, by referring to an
CONSTITUTIONAL	R-10-7.2 Using information from the text to answer questions; to state	explaining relevant ideas or themes (State)
GOVERNMENT?	the main/central ideas; to provide supporting details; to explain visual	W-10-3 In response to literary or, informational text, students
COVER MALENT !	components supporting the text; or, to interpret maps, charts, timelines,	make and support analytical judgments about text by
	tables, or diagrams. (State)	<b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	thesis (purpose), when responding to a given prompt (State)
	among facts, ideas, and events (e.g.,	W-10-3.2 Making inferences about the relationship(s) among content
	representing main/central ideas or details within text through charting,	events, characters, setting, theme, or author's craft (State)
	mapping, paraphrasing, summarizing,	EXAMPLES: Making links to author's choice of words, style, bias, literary
	comparing/contrasting, outlining (State)	techniques, or point of view; making links to characteristics of literary
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	forms or genres
	enhance understanding and recall; expand understanding and/or gain	<b>W–10–3.3</b> Using specific details and references to text or relevant
	new information (Local)	citations to support thesis, interpretations, or conclusions n(State)
		<b>W–10–3.4</b> Organizing ideas, using transitional words/phrases and
	R-10-8 Analyze and interpret informational text, citing evidence	drawing a conclusion by synthesizing information (e.g., demonstrate a
	as appropriate by	connection to the broader world of ideas) (State)
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	connection to the broader world of ideas) (state)
	texts, or to related ideas (State) EXAMPLE: Students are asked to	OC-10-1 In oral communication, students demonstrate interaction
	compare information presented in two textual excerpts.	listening by
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	answer questions, or to solve problems (Local)
	controlling ideas) (State) EXAMPLE: How does the title of the article	<b>OC-10-1.2</b> Summarizing, paraphrasing, guestioning, or contributing to
	reflect the author's perspective?	information presented (Local)
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	essential elements of elaboration, and interpreting or evaluating the
	how purpose may affect the interpretation of the text; or using	message (Local)
	supporting evidence to form or evaluate opinions/judgments and	<b>OC-10-1.4</b> Participating in large and small group discussions showing
	assertions about central ideas that are relevant (State)	respect for a range of individual ideas (Local)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, of
	bias/propaganda or conflicting information within or across texts (State)	achieve a goal (Local)
	<b>R–10–8.5</b> Making inferences about causes <u>and/or</u> effects (State)	
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	
	consistency, effectiveness of organizational pattern, or logic of	
	arguments) (State)	

ESSON 2       R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by         WHAT IDEAS ABOUT       R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, 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-10-7.8 Corganizing 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-10-8.1 Explaining connections about information advergain new information (Local)         R-10-8.2 Synthesizing and evaluating information within a text, across texts, or to related 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, nerestand) or across text(s) (e.g., to inform, explain, nerestand) or across text(s) (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, nerestand) or across texts (State)         EXAMPLE: How does the title of the article reflect the author's perspective?	<ul> <li>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by</li> <li>W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)</li> <li>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)</li> <li>W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1 In response to use given prompt (State)</li> <li>W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)</li> <li>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</li> <li>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)</li> <li>OC-10-1.1 In oral communication, students demonstrate interactive listening by</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the messa</li></ul>
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	-10-7 Demonstrate initial understanding of informational texts expository and practical texts) by	W-10-6 In informational writing, students organize ideas/concepts by
WHAT HISTORICAL DEVELOPMENTS INFLUENCED MODERN IDEAS OF INDIVIDUAL RIGHTS?R.Rights?(SR.R.R.R.COR.COR.COR.B.R.R.R.R.R.R.R.R.R.B.R.R.R.B.R.B.R.B.	<ul> <li>expository and practical texts) by</li> <li>-10-7.1 Obtaining information from text features [e.g., table of ontents, glossary, index, transition words/phrases, ansitional devices (including use of white space), bold or italicized text, eadings, subheadings, graphic organizers, charts, graphs, or ustrations]</li> <li>state)</li> <li>-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual omponents supporting the text; or, to interpret maps, charts, timelines, ables, or diagrams. (State)</li> <li>-10-7.3 Organizing information to show understanding or relationships mong facts, ideas, and events (e.g., persenting main/central ideas or details within text through charting, tapping, paraphrasing, summarizing, organizing (contrasting, outlining (State)</li> <li>-10-7.4 Generating questions before, during, and after reading to nhance understanding and recall; expand understanding and/or gain ew information (Local)</li> <li>-10-8.1 Explaining connections about information within a text, across exits, or to related ideas (State)</li> <li>XAMPLE: Students are asked to compare information presented in two exitual excerpts.</li> <li>-10-8.3 Drawing inferences about text, including austor's purpose a.g., to inform, explain, entertain, persuade) or message; or explaining ow purpose may affect the interpretation of the text; or using upporting evidence to form or reusate opinions/judgments and ssertions about central ideas that are relevant (State)</li> <li>XAMPLE: How does the title of the article reflect the author's erspective?</li> <li>-10-8.4 Distinguishing fact from opinion, and evaluating possible ias/propaganda or conflicting information within or across texts (State)</li> <li>-10-8.4 Distinguishing fact from opinion, and evaluating possible ias/propaganda or conflicting information and evaluating possible ias/propaganda or conflicting information presented (State)</li> <li>-10-8.5 Making inferences about causes <u>and/or</u></li></ul>	<ul> <li>ideas/concepts by</li> <li>W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>W-10-8.1 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <l< td=""></l<></ul>

LESSON 4	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize
	(expository and practical texts) by	ideas/concepts by
WHAT WERE THE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
BRITISH ORIGINS	contents, glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
OF AMERICAN	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
CONSTITUTIONALIS	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
M?	illustrations] (State)	investigation, deductive/inductive reasoning
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	the main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey
	tables, or diagrams. (State)	purpose by
		W-10-7.1 Establishing a topic (State)
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis
	among facts, ideas, and events (e.g.,	(State)
	representing main/central ideas or details within text through charting,	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	W-10-7.5 Using precise and descriptive language that clarifies and
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	supports intent (State)
	enhance understanding and recall; expand understanding and/or gain	W–10–8 In informational writing, students demonstrate use of a
	new information (Local)	range of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling idea
	R-10-8 Analyze and interpret informational text, citing evidence	or thesis, and excluding extraneous information (State)
	as appropriate by	W-10-8.2 Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	W-10-8.3 Addressing readers' concerns (anticipating and addressing
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across	potential problems, mistakes, or misunderstandings that
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	might arise for the audience) (State)
	controlling ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate)
	perspective?	(State)
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	OC-10-1 In oral communication, students demonstrate interactive
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	listening by
	how purpose may affect the interpretation of the text; or using	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	supporting evidence to form or evaluate opinions/judgments and	answer questions, or to solve problems (Local)
	assertions about central ideas that are relevant (State)	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	information presented (Local)
	bias/propaganda or conflicting information within or across texts (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	essential elements of elaboration, and interpreting or evaluating the
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	message (Local)
	consistency, effectiveness of organizational pattern, or logic of	<b>OC-10-1.4</b> Participating in large and small group discussions showing
	arguments) (State)	respect for a range of individual ideas (Local) <b>OC-10-1.5</b> 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*May be addressed during the Critical Thinking
		exercise on page 32.
		<b>OC</b> -10-2.1 Exhibiting logical organization and language use,
		appropriate to audience, context, and purpose (Local)
		<b>OC</b> -102.2 Maintaining a consistent focus (Local)
		<b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-
		chosen details, and providing a coherent conclusion (Local)
		I chosen details, and providing a conerent conclusion (Local)

LESSON 4 CONTD.		EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts <b>OC10-2.4</b> Effectively responding to audience questions and feedback (Local) <b>OC-10-2.5</b> 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 informational texts	W-10-6 In informational writing, students organize
LESSON 5	(expository and practical texts) by	ideas/concepts by W10_6 1 Using a taxt structure appropriate to focus/controlling idea or
WHAT BASIC IDEAS	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)
ABOUT RIGHTS AND	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
CONSTITUTIONAL	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
GOVERNMENT DID	illustrations]	investigation, deductive/inductive reasoning
COLONIAL AMERICANS HOLD?	(State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
AMERICANS HULD?	<b>R–10–7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State) W–10–7 In informational writing, students effectively convey
	components supporting the text; or, to interpret maps, charts, timelines,	purpose by
	tables, or diagrams. (State)	W-10-7.1 Establishing a topic (State)
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis
	among facts, ideas, and events (e.g.,	(State)
	representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State) <b>W–10–7.4</b> Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	supports intent (State)
	enhance understanding and recall; expand understanding and/or gain	W-10-8 In informational writing, students demonstrate use of a
	new information (Local)	range of elaboration strategies by
	R-10-8 Analyze and interpret informational text, citing evidence	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)
	as appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or	potential problems, mistakes, or misunderstandings that might arise for the audience) (State)
	controlling ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate)
	perspective?	(State)
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	OC-10-1 In oral communication, students demonstrate interactive
	how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and	<b>listening by</b> <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
	assertions about central ideas that are relevant (State)	answer questions, or to solve problems (Local)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
	bias/propaganda or conflicting information within or across texts (State)	contributing to information presented (Local)
	R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	determining the essential elements of elaboration, and
	consistency, effectiveness of organizational pattern, or logic of arguments) (State)	interpreting or evaluating the message (Local) OC-10-1.4 Participating in large and small group

LESSON 5 CONTD.	<ul> <li>discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-15. Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-2</li> <li>In oral communication, students make oral presentations by</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a accherent conclusion (Local)</li> <li>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</li> <li>OC-10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, prounciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</li> <li>W-10-14.1 Engaging the reader by establishing context (purpose) (State)</li> <li>W-10-14.3 Using 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)</li> <li>W-10-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)</li> <li>W-10-14.5 Providing closure - leaving the reader with something to think about (State)</li> </ul>

LESSON 6	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize
	(expository and practical texts) by	ideas/concepts by
WHY DID AMERICAN	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling idea
COLONISTS WANT	contents, glossary, index, transition words/phrases,	or thesis (e.g., purpose, audience, context) (State)
TO FREE	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures), chronology,
THEMSELVES FROM	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
GREAT BRITAIN?	illustrations]	investigation, deductive/inductive reasoning
	(State)	W-106.2 Selecting appropriate and relevant information (excluding
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	extraneous details) to set context (State)
	the main/central ideas; to provide supporting details; to explain visual	W-10-7 In informational writing, students effectively convey
	components supporting the text; or, to interpret maps, charts, timelines,	purpose by
	tables, or diagrams. (State)	W-10-7.1 Establishing a topic (State)
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis
	among facts, ideas, and events (e.g.,	(State)
	representing main/central ideas or details within text through charting,	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	W-10-7.4 Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and
	R-10-7.4 Generating questions before, during, and after reading to	supports intent (State)
	enhance understanding and recall; expand understanding and/or gain	W-10-8 In informational writing, students demonstrate use of a
	new information (Local)	range of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling idea
	R-10-8 Analyze and interpret informational text, citing evidence	or thesis, and excluding extraneous information (State)
	as appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	potential problems, mistakes, or misunderstandings that might arise for
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	the audience) (State)
	controlling ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate)
	perspective?	(State)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	OC-10-1 In oral communication, students demonstrate interactive
	(e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using	listening by
	supporting evidence to form or evaluate opinions/judgments and	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	assertions about central ideas that are relevant (State)	answer questions, or to solve problems (Local)
	R-10-8.4 Distinguishing fact from opinion, and evaluating possible	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
	bias/propaganda or conflicting information within or across texts (State)	contributing to information presented (Local)
	R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	determining the essential elements of elaboration, and
	consistency, effectiveness of organizational pattern, or logic of	interpreting or evaluating the message (Local)
	arguments) (State)	<b>OC-10-1.4</b> Participating in large and small group
		discussions showing respect for a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
		achieve a goal (Local)

LESSON 7	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize
	(expository and practical texts) by	ideas/concepts by
WHAT BASIC IDEAS	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling idea
ABOUT	contents, glossary, index, transition words/phrases,	or thesis (e.g., purpose, audience, context) (State)
GOVERNMENT AND	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
RIGHTS DID THE	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
STATE	illustrations]	investigation, deductive/inductive reasoning
CONSTITUTIONS	(State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
INCLUDE?	<b>R–10–7.2</b> Using information from the text to answer questions; to state	extraneous details) to set context (State)
	the main/central ideas; to provide supporting details; to explain visual	W-10-7 In informational writing, students effectively convey
	components supporting the text; or, to interpret maps, charts, timelines,	purpose by
	tables, or diagrams. (State)	W-10-7.1 Establishing a topic (State)
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis
	among facts, ideas, and events (e.g.,	(State)
	representing main/central ideas or details within text through charting,	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	W-10-7.4 Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	W-10-7.5 Using precise and descriptive language that clarifies and
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	supports intent (State)
	enhance understanding and recall; expand understanding and/or gain	W-10-8 In informational writing, students demonstrate use of a
	new information (Local)	range of elaboration strategies by
		<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea
	R-10-8 Analyze and interpret informational text, citing evidence	or thesis, and excluding extraneous information (State)
	as appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across	potential problems, mistakes, or misunderstandings that might arise for
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	the audience) (State)
	controlling ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports)
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate
	perspective?	(State)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	OC-10-1 In oral communication, students demonstrate interactive
	how purpose may affect the interpretation of the text; or using	listening by
	supporting evidence to form or evaluate opinions/judgments and	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
	assertions about central ideas that are relevant (State) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	answer questions, or to solve problems (Local) <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
	bias/propaganda or conflicting information within or across texts (State)	contributing to information presented (Local)
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	determining the essential elements of elaboration, and
	consistency, effectiveness of organizational pattern, or logic of	interpreting or evaluating the message (Local)
	arguments) (State)	<b>OC-10-1.4</b> Participating in large and small group
		discussions showing respect for a range of individual ideas (Local)
		<b>OC-10-1.5</b> 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)

We The People	NECAP/Rhode Island Reading Grade Span Expectations	NECAP/Rhode Island Writing Grade Span Expectations
The Citizens & The		
Constitution		
Unit Two: HOW DID TH	E FRAMERS CREATE THE CONSTITUTION?	
LESSON 8	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts by
	(expository and practical texts) by	
WHAT WERE THE	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of	W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis
ARTICLES OF	contents, glossary, index, transition words/phrases,	(e.g., purpose, audience, context) (State)
CONFEDERATION,	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures), chronology,
AND WHY DID SOME	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
FOUNDERS WANT TO	illustrations]	investigation, deductive/inductive reasoning
CHANGE THEM?	(State)	W-106.2 Selecting appropriate and relevant information (excluding
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	extraneous details) to set context (State)
	the main/central ideas; to provide supporting details; to explain visual	W-10-7 In informational writing, students effectively convey purpose
	components supporting the text; or, to interpret maps, charts, timelines,	
	tables, or diagrams. (State)	<b>W-10-7.1</b> Establishing a topic (State)
	<b>R–10–7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g.,	<ul> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> </ul>
	representing main/central ideas or details within text through charting,	W-10-7.4 Establishing an authoritative voice (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	comparing/contrasting, outlining (State)	intent (State)
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	W-10-8 In informational writing, students demonstrate use of a range
	enhance understanding and recall; expand understanding and/or gain	of elaboration strategies by
	new information (Local)	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence	thesis, and excluding extraneous information (State)
	as appropriate by	W-10-8.2 Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information within a text,	information: naming, describing, explaining,
	across texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across	problems, mistakes, or misunderstandings that
	text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)	might arise for the audience) (State) <b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate)
	perspective?	(State)
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	OC-10-1 In oral communication, students demonstrate interactive
	how purpose may affect the interpretation of the text; or using	listening by
	supporting evidence to form or evaluate opinions/judgments and	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer
	assertions about central ideas that are relevant (State)	questions, or to solve problems (Local)
	R-10-8.4 Distinguishing fact from opinion, and evaluating possible	OC-10-1.2 Summarizing, paraphrasing, questioning, or
	bias/propaganda or conflicting information within or across texts (State)	contributing to information presented (Local)
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	determining the essential elements of elaboration, and
	consistency, effectiveness of organizational pattern, or logic of	interpreting or evaluating the message (Local)
	arguments) (State)	<b>OC-10-1.4</b> Participating in large and small group
		discussions showing respect for a range of individual ideas (Local)
		<b>OC-10-1.5</b> 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*May be addressed during the Critical Thinking exercise on page 62.
		<b>OC</b> -10-2.1 Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)

LESSON 8 CONTD.		OC-102.2 Maintaining a consistent focus (Local)
LESSON 8 CONTD.		
		<b>OC</b> -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
		<b>OC10–2.4</b> Effectively responding to audience questions and feedback (Local)
		<b>OC-10-2.5</b> 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 9	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts by
	(expository and practical texts) by	
HOW WAS THE	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
PHILADELPHIA	contents, glossary, index, transition words/phrases,	(e.g., purpose, audience, context) (State)
CONVENTION	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
ORGANIZED?	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
	illustrations]	investigation, deductive/inductive reasoning
	(State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R-10-7.2</b> Using information from the text to answer questions; to state	extraneous details) to set context (State)
	the main/central ideas; to provide supporting details; to explain visual	W-10-7 In informational writing, students effectively convey purpose
	components supporting the text; or, to interpret maps, charts, timelines,	by
	tables, or diagrams. (State)	<b>W-10-7.1</b> Establishing a topic (State)
	<b>R-10-7.3</b> Organizing information to show understanding or	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	relationships among facts, ideas, and events (e.g.,	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
	representing main/central ideas or details within text through charting,	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	comparing/contrasting, outlining (State)	intent (State)
	R-10-7.4 Generating questions before, during, and after reading to	W-10-8 In informational writing, students demonstrate use of a range
	enhance understanding and recall; expand understanding and/or gain	of elaboration strategies by
	new information (Local)	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence	thesis, and excluding extraneous information (State)
	as appropriate by	W-10-8.2 Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text,	information: naming, describing, explaining,
	across texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in	support intended purpose (State)
	two textual excerpts.	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	problems, mistakes, or misunderstandings that
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	might arise for the audience) (State)
	controlling ideas) (State)	W-10-8.4 Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's	throughout the piece; in procedural or persuasive writing, as appropriate)
	perspective?	(State)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	
	bias/propaganda or conflicting information within or across texts (State)	OC-10-1 In oral communication, students demonstrate interactive
	<b>R-10-8.5</b> Making inferences about causes and/or effects (State)	listening by
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer
	consistency, effectiveness of organizational pattern, or logic of	questions, or to solve problems (Local)
	arguments) (State)	<b>OC-10-1.2</b> Summarizing, paraphrasing, guestioning, or
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	contributing to information presented (Local)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	how purpose may affect the interpretation of the text; or using	determining the essential elements of elaboration, and
	supporting evidence to form or evaluate opinions/judgments and	interpreting or evaluating the message (Local)
	assertions about central ideas that are relevant (State)	OC-10-1.4 Participating in large and small group

LESSON 9 CONTD.	<ul> <li>R-10-15 Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by</li> <li>R-10-15.1 Identifying and evaluating potential sources of information (Local)</li> <li>R-10-15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)</li> <li>R-10-15.3 Organizing, analyzing, and interpreting the information (Local)</li> <li>R-10-15.4 Drawing conclusions/judgments and supporting them with</li> </ul>	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,
	evidence (Local)	comparisons, artifacts OC10-2.4 Effectively responding to audience questions and feedback (Local) OC10-2.5 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 10 WHY WAS REPRESENTATION A MAJOR ISSUE AT THE PHILADELPHIA CONVENTION?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8.1 Explaining connections about information <i>within</i> a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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)</li> </ul>	<ul> <li>W-10-6 In informational writing, students organize ideas/concepts by</li> <li>W-10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by</li> <li>W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)</li> <li>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)</li> <li>W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)</li> <li>W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)</li> <li>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</li> <li>W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)</li> <li>W-10-3.4 Organizing ideas, using transitional words/phrases and drawing a</li> </ul>
	EXAMPLE: How does the title of the article reflect the author's perspective? <b>R-10-8.3</b> Drawing inferences about text, including author's purpose	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

	(e.g., to inform, explain, entertain, persuade) or message; or explaining	<b>W-10-4.1</b> Creating a clear and coherent (logically consistent) story line (Local)
LESSON 10 CONTD.	how purpose may affect the interpretation of the text; or using	W-10-4.2 Establishing context, character motivation,
	supporting evidence to form or evaluate opinions/judgments and	problem/conflict/challenge, and resolution, significance of setting, and
	assertions about central ideas that are relevant (State)	maintaining point of view (Local)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	W-10-4.3 Using a variety of effective transitional devices (e.g., ellipses; time
	bias/propaganda or conflicting information within or across texts (State)	transitions: such as flashback or foreshadowing; white space; or words/phrases)
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	to enhance meaning (Local)
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	W-10-4.4 Using a variety of effective literary devices (i.e., flashback or
	consistency, effectiveness of organizational pattern, or logic of	foreshadowing, figurative language imagery) to enhance meaning (Local)
	arguments) (State)	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
		<b>W-10-5.1</b> 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)
		<b>W–10–5.3</b> Developing characters through description, dialogue, actions, and
		relationships with other characters, when appropriate (Local)
		<b>W-10-5.4</b> Using voice appropriate to purpose (Local)
		W-10-5.5 Maintaining focus (Local)
		<b>W-10-5.6</b> Selecting and elaborating important ideas; and excluding extraneous
		details (Local)
		<b>W–10–5.7</b> 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
		<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer
		questions, or to solve problems (Local)
		<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
		information presented (Local)
		<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
		elements of elaboration, and interpreting or evaluating the message (Local)
		<b>OC-10-1.4</b> Participating in large and small group discussions showing respect for
		a range of individual ideas (Local)
		<b>OC-10-1.5</b> 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
		<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)
		<b>OC</b> -102.2 Maintaining a consistent focus (Local) <b>OC</b> -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
		<b>OC10–2.4</b> Effectively responding to audience questions and feedback (Local)
		<b>OC</b> -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 11	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
LESSON 11 WHAT QUESTIONS DID THE FRAMERS CONSIDER IN DESIGNING THE THREE BRANCHES OF THE NATIONAL GOVERNMENT?	<ul> <li>(expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>R-10-7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>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 greative by</li> <li>R-10-8.2 Synthesizing and evaluating information within or across texts(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?</li> <li>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)</li> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propagan</li></ul>	<ul> <li>W-10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures), chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-10-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7.1 informational writing, students effectively convey purpose by</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a state of the context of the state of the message (Local)</li> </ul>
	(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) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) <b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<ul> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for</li> </ul>
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)	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 12	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW DID THE	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer
DELEGATES	contents, glossary, index, transition words/phrases, transitional devices	questions, or to solve problems (Local)
DISTRIBUTE POWERS	(including use of white space), bold or italicized text, headings,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
BETWEEN NATIONAL	subheadings, graphic organizers, charts, graphs, or illustrations] (State)	contributing to information presented (Local)
AND STATE		<b>OC-10-1.3</b> Identifying the thesis of a presentation,
GOVERNMENTS?	<b>R–10–7.2</b> Using information from the text to answer questions; to state	determining the essential elements of elaboration, and
GOVERNMENTS	the main/central ideas; to provide supporting details; to explain visual	interpreting or evaluating the message (Local)
	components supporting the text; or, to interpret maps, charts, timelines,	<b>OC-10-1.4</b> Participating in large and small group
	tables, or diagrams. (State)	discussions showing respect for a range of individual ideas (Local)
	R-10-7 Demonstrate initial understanding of informational texts	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	(expository and practical texts) by	a goal (Local)
	<b>R-10-7.3</b> Organizing information to show understanding or	W-10-6 In informational writing, students organize ideas/concepts by
	relationships among facts, ideas, and events (e.g.,	W 10 0 In mormational writing, statents organize lacas, concepts by
	representing main/central ideas or details within text through charting,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	mapping, paraphrasing, summarizing,	(e.g., purpose, audience, context) (State)
	comparing/contrasting, outlining (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	R-10-7: Demonstrate initial understanding of informational	proposition/support, compare/contrast problem/solution, cause/effect,
	texts (expository and practical texts) by	investigation, deductive/inductive reasoning
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	enhance understanding and recall; expand understanding and/or gain	extraneous details) to set context (State)
	new information (Local)	W-10-7 In informational writing, students effectively convey purpose
	R-10-8 Analyze and interpret informational text, citing evidence	by
	as appropriate by	W-10-7.1 Establishing a topic (State)
	<b>R-10-8.1</b> Explaining connections about information within a text,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	across texts, or to related ideas (State)	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	EXAMPLE: Students are asked to compare information presented in two	W-10-7.4 Establishing an authoritative voice (State)
	textual excerpts.	W-10-7.5 Using precise and descriptive language that clarifies and supports
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	intent (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	W-10-8 In informational writing, students demonstrate use of a range
	controlling ideas) (State) EXAMPLE: How does the title of the article	of elaboration strategies by
	reflect the author's perspective?	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	thesis, and excluding extraneous information (State)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	W-10-8.2 Including sufficient details or facts for appropriate depth of
	how purpose may affect the interpretation of the text; or using	information: naming, describing, explaining,
	supporting evidence to form or evaluate opinions/judgments and	comparing, contrasting, or using visual images to
	assertions about central ideas that are relevant (State)	support intended purpose (State)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential
	bias/propaganda or conflicting information within or across texts (State)	problems, mistakes, or misunderstandings that
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	might arise for the audience) (State)
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	W-10-8.4 Commenting on the significance of the information (in reports,
	consistency, effectiveness of organizational pattern, or logic of	throughout the piece; in procedural or persuasive writing, as appropriate)
	arguments) (State)	(State)

LESSON 13	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
WHAT WAS THE ANTI-	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	<b>OC–10–1.1</b> Following verbal instructions, to perform specific tasks, to answer
FEDERALIST	contents, glossary, index, transition words/phrases, transitional devices	questions, or to solve problems (Local)
POSITION IN THE	(including use of white space), bold or italicized text, headings,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
DEBATE ABOUT	subheadings, graphic organizers, charts, graphs, or illustrations] (State)	contributing to information presented (Local)
RATIFICATION?		<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	determining the essential elements of elaboration, and
	the main/central ideas; to provide supporting details; to explain visual	interpreting or evaluating the message (Local)
	components supporting the text; or, to interpret maps, charts, timelines,	OC-10-1.4 Participating in large and small group
	tables, or diagrams. (State)	discussions showing respect for a range of individual ideas (Local)
	R-10-7 Demonstrate initial understanding of informational texts	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	(expository and practical texts) by	a goal (Local)
	<b>R-10-7.3</b> Organizing information to show understanding or	W-10-6 In informational writing, students organize ideas/concepts by
	relationships among facts, ideas, and events (e.g.,	, , , , , , , , , , , , , , , , , , ,
	representing main/central ideas or details within text through charting,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	mapping, paraphrasing, summarizing,	(e.g., purpose, audience, context) (State)
	comparing/contrasting, outlining (State)	EXAMPLES (of text structures):sequence (in procedures), chronology,
	R-10-7: Demonstrate initial understanding of informational	proposition/support, compare/contrast problem/solution, cause/effect,
	texts (expository and practical texts) by	investigation, deductive/inductive reasoning
	<b>R-10-7.4</b> Generating guestions before, during, and after reading to	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	enhance understanding and recall; expand understanding and/or gain	extraneous details) to set context (State)
	new information (Local)	W-10-7 In informational writing, students effectively convey purpose
	R-10-8 Analyze and interpret informational text, citing evidence	by
	as appropriate by	<b>W-10-7.1</b> Establishing a topic (State)
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text,	<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	across texts, or to related ideas (State)	W-10-7.3 Writing with a sense of audience, when appropriate (State)
	EXAMPLE: Students are asked to compare information presented in two	<b>W–10–7.4</b> Establishing an authoritative voice (State)
	textual excerpts.	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	intent (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	W-10-8 In informational writing, students demonstrate use of a range
	controlling ideas) (State) EXAMPLE: How does the title of the article	of elaboration strategies by
	reflect the author's perspective?	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	thesis, and excluding extraneous information (State)
	(e.q., to inform, explain, entertain, persuade) or message; or explaining	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	how purpose may affect the interpretation of the text; or using	information: naming, describing, explaining,
	supporting evidence to form or evaluate opinions/judgments and	comparing, contrasting, or using visual images to
	assertions about central ideas that are relevant (State)	support intended purpose (State)
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	bias/propaganda or conflicting information within or across texts (State)	problems, mistakes, or misunderstandings that
	<b>R–10–8.5</b> Making inferences about causes and/or effects (State)	might arise for the audience) (State)
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	consistency, effectiveness of organizational pattern, or logic of	throughout the piece; in procedural or persuasive writing, as appropriate)
	arguments) (State)	(State)

LESSON 14	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
WHAT WAS THE	R-10-7.1 Obtaining information from text features [e.g., table of	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer
FEDERALIST	contents, glossary, index, transition words/phrases, transitional devices	questions, or to solve problems (Local)
POSITION IN THE	(including use of white space), bold or italicized text, headings,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
DEBATE ABOUT	subheadings, graphic organizers, charts, graphs, or illustrations] (State)	contributing to information presented (Local)
RATIFICATION?		<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	<b>R-10-7.2</b> Using information from the text to answer questions; to state	determining the essential elements of elaboration, and
	the main/central ideas; to provide supporting details; to explain visual	interpreting or evaluating the message (Local)
	components supporting the text; or, to interpret maps, charts, timelines,	<b>OC-10-1.4</b> Participating in large and small group
	tables, or diagrams. (State)	discussions showing respect for a range of individual ideas (Local)
	R-10-7 Demonstrate initial understanding of informational texts	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	(expository and practical texts) by	a goal (Local)
	R-10-7.3 Organizing information to show understanding or	W-10-6 In informational writing, students organize ideas/concepts by
	relationships among facts, ideas, and events (e.g.,	······································
	representing main/central ideas or details within text through charting,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	mapping, paraphrasing, summarizing,	(e.g., purpose, audience, context) (State)
	comparing/contrasting, outlining (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	R-10-7: Demonstrate initial understanding of informational	proposition/support, compare/contrast problem/solution, cause/effect,
	texts (expository and practical texts) by	investigation, deductive/inductive reasoning
	<b>R-10-7.4</b> Generating guestions before, during, and after reading to	W-106.2 Selecting appropriate and relevant information (excluding
	enhance understanding and recall; expand understanding and/or gain	extraneous details) to set context (State)
	new information (Local)	W-10-7 In informational writing, students effectively convey purpose
	R-10-8 Analyze and interpret informational text, citing evidence	by
	as appropriate by	<b>W-10-7.1</b> Establishing a topic (State)
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	across texts, or to related ideas (State)	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	EXAMPLE: Students are asked to compare information presented in two	W-10-7.4 Establishing an authoritative voice (State)
	textual excerpts.	W-10-7.5 Using precise and descriptive language that clarifies and supports
	R-10-8.2 Synthesizing and evaluating information within or across	intent (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	W-10-8 In informational writing, students demonstrate use of a range
	controlling ideas) (State) EXAMPLE: How does the title of the article	of elaboration strategies by
	reflect the author's perspective?	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8.3 Drawing inferences about text, including author's purpose	thesis, and excluding extraneous information (State)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	W-10-8.2 Including sufficient details or facts for appropriate depth of
	how purpose may affect the interpretation of the text; or using	information: naming, describing, explaining,
	supporting evidence to form or evaluate opinions/judgments and	comparing, contrasting, or using visual images to
	assertions about central ideas that are relevant (State)	support intended purpose (State)
	R-10-8.4 Distinguishing fact from opinion, and evaluating possible	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential
	bias/propaganda or conflicting information within or across texts (State)	problems, mistakes, or misunderstandings that
	R-10-8.5 Making inferences about causes and/or effects (State)	might arise for the audience) (State)
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	W-10-8.4 Commenting on the significance of the information (in reports,
	consistency, effectiveness of organizational pattern, or logic of	throughout the piece; in procedural or persuasive writing, as appropriate)
	arguments) (State)	(State)

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens & The	Reading GSEs	Writing Standards
Constitution		
	THE CONSTITUTION BEEN CHANGED TO FURTHER THE IDEALS CONT/	AINED IN THE Declaration OF INDEPENDENCE?
LESSON 15	R-10-7 Demonstrate initial understanding of informational texts	W-10-2 In response to literary or informational text, students show
	(expository and practical texts) by	understanding of plot /ideas/concepts by
HOW HAVE	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of	<b>W-10-2.1</b> Selecting and summarizing key ideas to set
AMENDMENTS AND JUDICIAL REVIEW	contents, glossary, index, transition words/phrases,	context, appropriate to audience (State)
CHANGED THE	transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or	<b>W–10–2.3</b> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of
CONSTITUTION?	illustrations]	ideas, by referring to and explaining relevant ideas or themes (State)
constitution	(State)	liceas, by referring to and explaining relevant ideas of themes (State)
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	W-10-3 In response to literary or, informational text, students make
	the main/central ideas; to provide supporting details; to explain visual	and support analytical judgments about text by
	components supporting the text; or, to interpret maps, charts, timelines,	<b>W–10–3.1a</b> Establishing an interpretive claim/assertion in the form of a thesis
	tables, or diagrams. (State)	(purpose), when responding to a given prompt (State)
	R-10-7 Demonstrate initial understanding of informational texts	<b>W-10-3.2</b> Making inferences about the relationship(s) among content, events,
	(expository and practical texts) by	characters, setting, theme, or author's craft (State)
	R-10-7.3 Organizing information to show understanding or	EXAMPLES: Making links to author's choice of words, style, bias, literary
	relationships among facts, ideas, and events (e.g.,	techniques, or point of view; making links to characteristics of literary forms or
	representing main/central ideas or details within text through charting,	genres
	mapping, paraphrasing, summarizing,	<b>W–10–3.3</b> Using specific details and references to text or relevant citations to
	comparing/contrasting, outlining (State)	support thesis, interpretations, or conclusions n(State)
	R-10-7: Demonstrate initial understanding of informational	<b>W-10-3.4</b> Organizing ideas, using transitional words/phrases and drawing a
	texts (expository and practical texts) by	conclusion by synthesizing information (e.g., demonstrate a connection to the
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	broader world of ideas) (State)
	enhance understanding and recall; expand understanding and/or gain new information (Local)	W-10-6 In informational writing, students organize ideas/concepts by
		<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	R-10-8 Analyze and interpret informational text, citing evidence	(e.g., purpose, audience, context) (State)
	as appropriate by	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text,	proposition/support, compare/contrast problem/solution, cause/effect,
	across texts, or to related ideas (State)	investigation, deductive/inductive reasoning
	EXAMPLE: Students are asked to compare information presented in two	W-106.2 Selecting appropriate and relevant information (excluding
	textual excerpts.	extraneous details) to set context (State)
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	W-10-7 In informational writing, students effectively convey purpose
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	by
	controlling ideas) (State)	W-10-7.1 Establishing a topic (State)
	EXAMPLE: How does the title of the article reflect the author's	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	perspective?	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
		<b>W-10-7.4</b> Establishing an authoritative voice (State)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	(e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using	intent (State) W-10-8 In informational writing, students demonstrate use of a range
	supporting evidence to form or evaluate opinions/judgments and	of elaboration strategies by
	assertions about central ideas that are relevant (State)	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	thesis, and excluding extraneous information (State)
	bias/propaganda or conflicting information within or across texts (State)	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R–10–8.5</b> Making inferences about causes <u>and/or</u> effects (State)	information: naming, describing, explaining,
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	comparing, contrasting, or using visual images to
	consistency, effectiveness of organizational pattern, or logic of	support intended purpose (State)
	arguments) (State)	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential

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

	1	problems, mistakes, or misunderstandings that
LESSON 15 CONTD.		might arise for the audience) (State)
		<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
		throughout the piece; in procedural or persuasive
		throughout the piece, in procedural or persuasive
		OC-10-1 In oral communication, students demonstrate interactive
		listening by
		<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer
		questions, or to solve problems (Local)
		<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
		information presented (Local)
		<b>OC-10-1.3</b> 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)
		<b>OC-10-1.5</b> 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
		<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)
		OC-102.2 Maintaining a consistent focus (Local)
		<b>OC</b> -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
		<b>OC10–2.4</b> Effectively responding to audience questions and feedback (Local)
		<b>OC</b> -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 16	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts by
LESSON 16		w-10-6 in mormational writing, students organize ideas/concepts by
WHAT IS THE ROLE OF THE POLITICAL PARTIES IN THE CONSTITUTIONAL SYSTEM?	<ul> <li>(expository and practical texts) by</li> <li>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]</li> <li>(State)</li> <li>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)</li> <li>R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g.,</li> </ul>	<ul> <li>W-10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7 In informational writing, students effectively convey purpose by</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> </ul>
	representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State) <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	<ul> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> </ul>
	<ul> <li>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</li> <li>R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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)</li> <li>EXAMPLE: How does the title of the article reflect the author's perspective?</li> </ul>	<ul> <li>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)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
	<ul> <li>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)</li> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)</li> <li>R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)</li> <li>R-10-8.6 Evaluating the clarity and accuracy of information (<u>e.g. consistency</u>, effectiveness of organizational pattern, or logic of arguments) (State)</li> </ul>	<ul> <li>OC-10-1 In oral communication, students demonstrate interactive listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-2 In oral communication, students make oral presentations by</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)</li> <li>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</li> </ul>

		OC 10 24 Effectively responding to pudience substance and feedbards (Lass)
LESSON 16 CONTD.		<b>OC10–2.4</b> Effectively responding to audience questions and feedback (Local) <b>OC-10–2.5</b> 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 17	R-10-7 Demonstrate initial understanding of informational texts	W-10-2 In response to literary or informational text, students show
	(expository and practical texts) by	understanding of plot /ideas/concepts by
HOW DID THE CIVIL	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	<b>W–10–2.1</b> Selecting and summarizing key ideas to set
WAR TEST AND	contents, glossary, index, transition words/phrases,	context, appropriate to audience (State)
TRANSFORM THE	transitional devices (including use of white space), bold or italicized text,	W-10-2.3 Connecting what has been read
AMERICAN	headings, subheadings, graphic organizers, charts, graphs, or	(plot/ideas/concepts) to prior knowledge, other texts, or the broader world of
CONSTITUTIONAL	illustrations]	ideas, by referring to and explaining relevant ideas or themes (State)
SYSTEM?	(State)	W-10-3 In response to literary or, informational text, students make
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	and support analytical judgments about text by
	the main/central ideas; to provide supporting details; to explain visual	<b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of a thesis
	components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)	(purpose), when responding to a given prompt (State) <b>W-10-3.2</b> Making inferences about the relationship(s) among content, events,
	<b>R–10–7.3</b> Organizing information to show understanding or	characters, setting, theme, or author's craft (State)
	relationships among facts, ideas, and events (e.g.,	EXAMPLES: Making links to author's choice of words, style, bias, literary
	representing main/central ideas or details within text through charting,	techniques, or point of view; making links to characteristics of literary forms or
	mapping, paraphrasing, summarizing,	genres
	comparing/contrasting, outlining (State)	W-10-3.3 Using specific details and references to text or relevant citations to
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	support thesis, interpretations, or conclusions n(State)
	enhance understanding and recall; expand understanding and/or gain	<b>W-10-3.4</b> Organizing ideas, using transitional words/phrases and drawing a
	new information (Local)	conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)
	R-10-8 Analyze and interpret informational text, citing evidence	broduer world of ideas) (State)
	as appropriate by	OC-10-1 In oral communication, students demonstrate interactive
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text,	listening by
	across texts, or to related ideas (State)	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer
	EXAMPLE: Students are asked to compare information presented in two	questions, or to solve problems (Local)
	textual excerpts.	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	information presented (Local)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's	elements of elaboration, and interpreting or evaluating the message (Local) <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for
	perspective?	a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	a goal (Local)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	OC-1O-2 In oral communication, students make oral presentations by
	how purpose may affect the interpretation of the text; or using	<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
	supporting evidence to form or evaluate opinions/judgments and	audience, context, and purpose (Local)
	assertions about central ideas that are relevant (State)	<b>OC</b> -102.2 Maintaining a consistent focus (Local)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)	<b>OC</b> — <b>10</b> — <b>2.3</b> Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)
	<b>R–10–8.5</b> Making inferences about causes and/or effects (State)	details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	illustrations, visuals, detailed descriptions, restatements, paraphrases, examples,
	consistency, effectiveness of organizational pattern, or logic of	comparisons, artifacts
	<u>arguments)</u> (State)	<b>OC10–2.4</b> 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

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		(Local)
LESSON 17 CONTD.		<ul> <li>W-10-6 In informational writing, students organize ideas/concepts by</li> <li>W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7 In informational writing, students effectively convey purpose by</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>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)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 18 HOW HAS THE DUE PROCESS CLAUSE O THE FOURTEENTH AMENDMENT CHANGED THE CONSTITUTION?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> </ul>	<ul> <li>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by</li> <li>W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)</li> <li>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)</li> <li>W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by</li> <li>W-10-3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)</li> <li>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</li> <li>W-10-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)</li> <li>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)</li> </ul>

		W-10-6 In informational writing, students organize ideas/concepts by
	R-10-8 Analyze and interpret informational text, citing evidence	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	as appropriate by	(e.g., purpose, audience, context) (State)
LESSON 18CONTD.	R-10-8.1 Explaining connections about information within a text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
	across texts, or to related ideas (State)	proposition/support, compare/contrast problem/solution, cause/effect,
	EXAMPLE: Students are asked to compare information presented in two	investigation, deductive/inductive reasoning
	textual excerpts.	W-106.2 Selecting appropriate and relevant information (excluding
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	extraneous details) to set context (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	W-10-7 In informational writing, students effectively convey purpose
	controlling ideas) (State)	by
	EXAMPLE: How does the title of the article reflect the author's	W-10-7.1 Establishing a topic (State)
	perspective?	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
		<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	W-10-7.4 Establishing an authoritative voice (State)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	how purpose may affect the interpretation of the text; or using	intent (State)
	supporting evidence to form or evaluate opinions/judgments and	W-10-8 In informational writing, students demonstrate use of a range
	assertions about central ideas that are relevant (State)	of elaboration strategies by W-10-8 1 Including facts and details relevant to focus/controlling idea or
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	information: naming, describing, explaining, comparing, contrasting, or using
	consistency, effectiveness of organizational pattern, or logic of	visual images to support intended purpose (State)
	<u>arguments</u> ) (State)	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
		problems, mistakes, or misunderstandings that might arise for the audience)
		(State)
		<b>W-10-8.4</b> 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
		<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer
		questions, or to solve problems (Local)
		<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
		information presented (Local)
		<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
		elements of elaboration, and interpreting or evaluating the message (Local)
		<b>OC-10-1.4</b> Participating in large and small group discussions showing respect for
		a range of individual ideas (Local) <b>OC-10-1.5</b> 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
		<b>OC</b> -10-2.1 Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)
		<b>OC</b> — <b>102.2</b> Maintaining a consistent focus (Local)
		<b>OC—10—2.3</b> 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
		<b>OC10–2.4</b> Effectively responding to audience questions and feedback (Local)
		<b>OC-10-2.5</b> Using a variety of strategies of address (e.g., eye contact,
		speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice
l		modulation, intonation, rhythm, and gesture) to communicate ideas effectively
		(Local)

LESSON 19	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW HAS THE EQUAL	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	<b>OC–10–1.1</b> Following verbal instructions, to perform specific tasks, to answer
PROTECTION CLAUSE	contents, glossary, index, transition words/phrases,	questions, or to solve problems (Local)
OF THE FOURTEENTH	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
AMENDMENT	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
CHANGED THE	illustrations]	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
CONSTITUTION?	(State)	elements of elaboration, and interpreting or evaluating the message (Local)
	<b>R-10-7.2</b> Using information from the text to answer questions; to state	<b>OC-10-1.4</b> Participating in large and small group
	the main/central ideas; to provide supporting details; to explain visual	discussions showing respect for a range of individual ideas (Local)
	components supporting the text; or, to interpret maps, charts, timelines,	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	tables, or diagrams. (State)	a goal (Local)
	<b>R–10–7.3</b> Organizing information to show understanding or	W-10-6 In informational writing, students organize ideas/concepts by
	relationships among facts, ideas, and events (e.g.,	W 10 0 In mormational writing, statents organize lacas, concepts by
	representing main/central ideas or details within text through charting,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
		(e.g., purpose, audience, context) (State)
	mapping, paraphrasing, summarizing,	
	comparing/contrasting, outlining (State)	EXAMPLES (of text structures):sequence (in procedures), chronology,
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	proposition/support, compare/contrast problem/solution, cause/effect,
	enhance understanding and recall; expand understanding and/or gain	investigation, deductive/inductive reasoning
	new information (Local)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
		extraneous details) to set context (State)
	R-10-8 Analyze and interpret informational text, citing evidence	W-10-7 In informational writing, students effectively convey purpose
	as appropriate by	by
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text,	W-10-7.1 Establishing a topic (State)
	across texts, or to related ideas (State)	<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	EXAMPLE: Students are asked to compare information presented in two	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	textual excerpts.	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	intent (State)
	controlling ideas) (State)	W-10-8 In informational writing, students demonstrate use of a range
	EXAMPLE: How does the title of the article reflect the author's	of elaboration strategies by
	perspective?	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose	thesis, and excluding extraneous information (State)
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	W-10-8.2 Including sufficient details or facts for appropriate depth of
	how purpose may affect the interpretation of the text; or using	information: naming, describing, explaining,
	supporting evidence to form or evaluate opinions/judgments and	comparing, contrasting, or using visual images to
	assertions about central ideas that are relevant (State)	support intended purpose (State)
	R-10-8.4 Distinguishing fact from opinion, and evaluating possible	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	bias/propaganda or conflicting information within or across texts (State)	problems, mistakes, or misunderstandings that might arise for the audience)
	<b>R–10–8.5</b> Making inferences about causes and/or effects (State)	(State)
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	consistency, effectiveness of organizational pattern, or logic of	5 5 ( 1 ,
		throughout the piece; in procedural or persuasive writing, as appropriate)(State)
	arguments) (State)	

	D 10.7 Demonstrate initial understanding of informational tasta	OC 10.1 The evel communication, students domonstrate interesting
LESSON 20	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW HAS THE RIGHT	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer
TO VOTE BEEN	contents, glossary, index, transition words/phrases,	questions, or to solve problems (Local)
EXPANDED SINCE THE	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or
ADOPTION OF THE	headings, subheadings, graphic organizers, charts, graphs, or	contributing to information presented (Local)
CONSTITUTION?	illustrations]	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	(State)	determining the essential elements of elaboration, and
	<b>R–10–7.2</b> Using information from the text to answer questions; to state	interpreting or evaluating the message (Local)
	the main/central ideas; to provide supporting details; to explain visual	OC-10-1.4 Participating in large and small group
	components supporting the text; or, to interpret maps, charts, timelines,	discussions showing respect for a range of individual ideas (Local)
	tables, or diagrams. (State)	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve
	<b>R–10–7.3</b> Organizing information to show understanding or	a goal (Local)
	relationships among facts, ideas, and events (e.g.,	W-10-6 In informational writing, students organize ideas/concepts by
	representing main/central ideas or details within text through charting,	
	mapping, paraphrasing, summarizing,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis
	comparing/contrasting, outlining (State)	(e.g., purpose, audience, context) (State)
	<b>R-10-7.4</b> Generating questions before, during, and after reading to	EXAMPLES (of text structures):sequence (in procedures),chronology,
	enhance understanding and recall; expand understanding and/or gain	proposition/support, compare/contrast problem/solution, cause/effect,
	new information (Local)	investigation, deductive/inductive reasoning
	R-10-8 Analyze and interpret informational text, citing evidence	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	as appropriate by	extraneous details) to set context (State)
		W-10-7 In informational writing, students effectively convey purpose
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text,	5, , , , , , , , , , , , , , , , , , ,
	across texts, or to related ideas (State)	by
	EXAMPLE: Students are asked to compare information presented in two	<b>W-10-7.1</b> Establishing a topic (State)
	textual excerpts.	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
	text(s) (e.g., constructing appropriate titles; or formulating assertions or	W-10-7.4 Establishing an authoritative voice (State)
	controlling ideas) (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	EXAMPLE: How does the title of the article reflect the author's	intent (State)
	perspective?	W-10-8 In informational writing, students demonstrate use of a range
		of elaboration strategies by
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose	W-10-8.1 Including facts and details relevant to focus/controlling idea or
	(e.g., to inform, explain, entertain, persuade) or message; or explaining	thesis, and excluding extraneous information (State)
	how purpose may affect the interpretation of the text; or using	W-10-8.2 Including sufficient details or facts for appropriate depth of
	supporting evidence to form or evaluate opinions/judgments and	information: naming, describing, explaining,
	assertions about central ideas that are relevant (State)	comparing, contrasting, or using visual images to
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	support intended purpose (State)
	bias/propaganda or conflicting information within or across texts (State)	W-10-8.3 Addressing readers' concerns (anticipating and addressing potential
	R-10-8.5 Making inferences about causes and/or effects (State)	problems, mistakes, or misunderstandings that might arise for the audience)
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	(State)
	consistency, effectiveness of organizational pattern, or logic of	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	arguments) (State)	throughout the piece; in procedural or persuasive writing, as appropriate)
		(State)

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

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens & The	Reading GSEs	Writing Standards
Constitution		
Unit Four: HOW HAV	E THE VALUES AND PRINCIPLES EMBODIED IN THE CONSTITUTION SH	APED AMERICAN INSTITUTIONS AND PRACTICES?
LESSON 21	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts
	(expository and practical texts) by	by
WHAT IS THE ROLE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	W10-6.1 Using a text structure appropriate to focus/controlling idea or
OF CONGRESS IN	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
AMERICAN	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
CONSTITUTIONAL	headings, subheadings, graphic organizers, charts, graphs, or illustrations]	proposition/support, compare/contrast problem/solution, cause/effect,
DEMOCRACY?	(State)	investigation, deductive/inductive reasoning
	<b>R–10–7.2</b> Using information from the text to answer questions; to state the	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State) <b>R-10-7.3</b> Organizing information to show understanding or relationships	by W-10-7.1 Establishing a topic (State)
	among facts, ideas, and events (e.g.,	<b>W-10-7.1</b> Establishing a topic (State) <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	representing main/central ideas or details within text through charting,	<b>W</b> -10-7.3 Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	intent (State)
	understanding and recall; expand understanding and/or gain new	W-10-8 In informational writing, students demonstrate use of a range
	information (Local)	of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by	W-10-8.2 Including sufficient details or facts for appropriate depth of
	R-10-8.1 Explaining connections about information within a text, across	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling	problems, mistakes, or misunderstandings that might arise for the audience) (State)
	ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's perspective?	throughout the piece; in procedural or persuasive writing, as appropriate)
	R-10-8.3 Drawing inferences about text, including author's purpose (e.g.,	(State)
	to inform, explain, entertain, persuade) or message; or explaining how	
	purpose may affect the interpretation of the text; or using supporting	OC-10-1 In oral communication, students demonstrate interactive
	evidence to form or evaluate opinions/judgments and assertions about	listening by
	central ideas that are relevant (State)	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	answer questions, or to solve problems (Local)
	bias/propaganda or conflicting information within or across texts (State)	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)	information presented (Local)
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	consistency, effectiveness of organizational pattern, or logic of arguments)	elements of elaboration, and interpreting or evaluating the message (Local)
	(State)	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
		for a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
		achieve a goal (Local)

LESSON 22	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts
	(expository and practical texts) by	by
HOW DOES	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
CONGRESS	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
PERFORM ITS	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
FUNCTIONS IN THE	headings, subheadings, graphic organizers, charts, graphs, or illustrations]	proposition/support, compare/contrast problem/solution, cause/effect,
AMERICAN	(State)	investigation, deductive/inductive reasoning
CONSTITUTIONAL	<b>R–10–7.2</b> Using information from the text to answer questions; to state the	W-106.2 Selecting appropriate and relevant information (excluding
SYSTEM?	main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State)	by
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	W-10-7.1 Establishing a topic (State)
	among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	representing main/central ideas or details within text through charting,	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	W-10-7.4 Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	intent (State)
	understanding and recall; expand understanding and/or gain new	W-10-8 In informational writing, students demonstrate use of a range
	information (Local)	of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s)	problems, mistakes, or misunderstandings that might arise for the audience)
	(e.g., constructing appropriate titles; or formulating assertions or controlling	(State)
	ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's perspective?	throughout the piece; in procedural or persuasive writing, as appropriate)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g.,	(State)
	to inform, explain, entertain, persuade) or message; or explaining how	OC-10-1 In oral communication, students demonstrate interactive
	purpose may affect the interpretation of the text; or using supporting	listening by
	evidence to form or evaluate opinions/judgments and assertions about	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	central ideas that are relevant (State)	answer questions, or to solve problems (Local)
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	bias/propaganda or conflicting information within or across texts (State)	information presented (Local)
	<b>R–10–8.5</b> Making inferences about causes and/or effects (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	elements of elaboration, and interpreting or evaluating the message (Local)
	consistency, effectiveness of organizational pattern, or logic of arguments)	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
	(State)	for a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
		achieve a goal (Local)

LESSON 23	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts
_	(expository and practical texts) by	by
WHAT IS THE ROLE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	W10-6.1 Using a text structure appropriate to focus/controlling idea or
OF THE PRESIDENT	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
IN THE AMERICAN	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
CONSTITUTIONAL	headings, subheadings, graphic organizers, charts, graphs, or illustrations]	proposition/support, compare/contrast problem/solution, cause/effect,
SYSTEM?	(State)	investigation, deductive/inductive reasoning
	<b>R-10-7.2</b> Using information from the text to answer questions; to state the	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines,	extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State)	by
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W-10-7.1</b> Establishing a topic (State)
	among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	representing main/central ideas or details within text through charting,	W-10-7.3 Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	W-10-7.4 Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	intent (State)
	understanding and recall; expand understanding and/or gain new	W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by
	information (Local)	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling	problems, mistakes, or misunderstandings that might arise for the audience) (State)
	ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's perspective?	throughout the piece; in procedural or persuasive writing, as appropriate)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g.,	(State)
	to inform, explain, entertain, persuade) or message; or explaining how	
	purpose may affect the interpretation of the text; or using supporting	OC-10-1 In oral communication, students demonstrate interactive
	evidence to form or evaluate opinions/judgments and assertions about	listening by
	central ideas that are relevant (State) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)
	bias/propaganda or conflicting information within or across texts (State)	<b>OC-10-1.2</b> Summarizing, paraphrasing, guestioning, or contributing to
	<b>R-10-8.5</b> Making inferences about causes and/or effects (State)	information presented (Local)
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	consistency, effectiveness of organizational pattern, or logic of arguments)	elements of elaboration, and interpreting or evaluating the message (Local)
	(State)	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
		for a range of individual ideas (Local)
		<b>OC-10-1.5</b> 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
		<b>OC</b> -10-2.1 Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)
		OC-102.2 Maintaining a consistent focus (Local)
		<b>OC</b> -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
		<b>OC10–2.4</b> Effectively responding to audience questions and feedback(Local)
LESSON 23 CONTD.		<b>OC-10-2.5</b> 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 24	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW ARE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
NATIONAL LAWS	glossary, index, transition words/phrases,	answer questions, or to solve problems (Local)
ADMINISTERED IN	transitional devices (including use of white space), bold or italicized text,	OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to
THE AMERICAN	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
CONSTITUTIONAL	illustrations](State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
SYSTEM?	R-10-7.2 Using information from the text to answer questions; to state the	elements of elaboration, and interpreting or evaluating the message (Local)
	main/central ideas; to provide supporting details; to explain visual	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
	components supporting the text; or, to interpret maps, charts, timelines,	for a range of individual ideas (Local)
	tables, or diagrams. (State)	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	achieve a goal (Local)
	among facts, ideas, and events (e.g.,	OC-10-2 In oral communication, students make oral presentations
	representing main/central ideas or details within text through charting,	by
	mapping, paraphrasing, summarizing,	<b>OC</b> -10-2.1 Exhibiting logical organization and language use, appropriate to
	comparing/contrasting, outlining (State)	audience, context, and purpose (Local)
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	<b>OC</b> — <b>102.2</b> Maintaining a consistent focus (Local)
	understanding and recall; expand understanding and/or gain new	<b>OC</b> -10-2.3 Including smooth transitions, supporting thesis with well-chosen
	information (Local)	details, and providing a coherent conclusion (Local)
		EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	R–10–8 Analyze and interpret informational text, citing evidence as	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	appropriate by	examples, comparisons, artifacts
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	texts, or to related ideas (State)	(Local)
	EXAMPLE: Students are asked to compare information presented in two	<b>OC</b> -10-2.5 Using a variety of strategies of address (e.g., eye contact,
	textual excerpts.	speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	R-10-8.2 Synthesizing and evaluating information within or across text(s)	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	(e.g., constructing appropriate titles; or formulating assertions or controlling	effectively (Local)
	ideas) (State)	
	EXAMPLE: How does the title of the article reflect the author's perspective?	W-10-2 In response to literary or informational text, students show
	R-10-8.3 Drawing inferences about text, including author's purpose (e.g.,	understanding of plot /ideas/concepts by
	to inform, explain, entertain, persuade) or message; or explaining how	W-10-2.1 Selecting and summarizing key ideas to set
	purpose may affect the interpretation of the text; or using supporting	context, appropriate to audience (State)
		<b>W-10-2.3</b> Connecting what has been read
	evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)	(plot/ideas/concepts) to prior knowledge, other texts, or the broader world of
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	ideas, by referring to and explaining relevant ideas or themes (State)
	bias/propaganda or conflicting information within or across texts (State)	W 10.2 The vocanones to literative or informational toxy students make
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	W-10-3 In response to literary or, informational text, students make
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	and support analytical judgments about text by
	consistency, effectiveness of organizational pattern, or logic of arguments)	<b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of a
	(State)	thesis (purpose), when responding to a given prompt (State)
		<b>W–10–3.2</b> 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
		<b>W–10–3.3</b> Using specific details and references to text or relevant citations to
		support thesis, interpretations, or conclusions n(State)

LESSON 24 CONTD.	<b>W-10-3.4</b> 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)
LESSON 25       R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by         WHAT IS THE ROLE OF THE SUPREME GURT IN THE AMERICAN CONSTITUTIONAL SYSTEM?       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-10-7.2 Generating questions before, during, 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-10-8.1 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-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propagada or conflicting information in devaluating possible bias/propagada or conflicting information ideas (State) R-10-8.5 Making inferences about causes and/or effects (State) R-10-8.5 Making inferences about cacuses and/or effects (	OC-10-11 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) 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) W-10-2.1 In response to literary or informational text, students show understanding of plot / ideas/concepts by W-10-3.1 selecting and sumarizing key ideas to set context, appropriate to audience (State) W-10-3.1 In response to literary or, informational text, students make and support analytical judgments about text by 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, inter

LESSON 26	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts
	(expository and practical texts) by	by
HOW DOES	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
AMERICAN	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text
FEDERALISM	transitional devices (including use of white space), bold or italicized text,	structures):sequence (in procedures), chronology, proposition/support,
WORK?	headings, subheadings, graphic organizers, charts, graphs, or illustrations]	compare/contrast problem/solution, cause/effect, investigation,
	(State)	deductive/inductive reasoning
	$\hat{\mathbf{R}}$ -10–7.2 Using information from the text to answer questions; to state the	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State)	by
	<b>R-10-7.3</b> Organizing information to show understanding or relationships	<b>W-10-7.1</b> Establishing a topic (State)
	among facts, ideas, and events (e.g.,	W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)
	representing main/central ideas or details within text through charting,	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	W-10-7.4 Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	W-10-7.5 Using precise and descriptive language that clarifies and supports
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	intent (State)
	understanding and recall; expand understanding and/or gain new	W-10-8 In informational writing, students demonstrate use of a range
	information (Local)	of elaboration strategies by
		W-10-8.1 Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by	W-10-8.2 Including sufficient details or facts for appropriate depth of
	<b>R-10-8.1</b> Explaining connections about information within a text, across	information: naming, describing, explaining, comparing, contrasting, or using
	texts, or to related ideas (State)	visual images to support intended purpose (State)
	EXAMPLE: Students are asked to compare information presented in two	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential
	textual excerpts.	problems, mistakes, or misunderstandings that might arise for the audience)
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s)	(State)
	(e.g., constructing appropriate titles; or formulating assertions or controlling	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	ideas) (State)	throughout the piece; in procedural or persuasive writing, as appropriate)
	EXAMPLE: How does the title of the article reflect the author's perspective?	(State)
	R-10-8.3 Drawing inferences about text, including author's purpose (e.g.,	OC-10-1 In oral communication, students demonstrate interactive
	to inform, explain, entertain, persuade) or message; or explaining how	listening by
	purpose may affect the interpretation of the text; or using supporting	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
	evidence to form or evaluate opinions/judgments and assertions about	answer questions, or to solve problems (Local)
	central ideas that are relevant (State)	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	R-10-8.4 Distinguishing fact from opinion, and evaluating possible	information presented (Local)
	bias/propaganda or conflicting information within or across texts (State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	R-10-8.5 Making inferences about causes and/or effects (State)	elements of elaboration, and interpreting or evaluating the message (Local)
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
	consistency, effectiveness of organizational pattern, or logic of arguments)	for a range of individual ideas (Local)
	(State)	<b>OC-10-1.5</b> 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)

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens & The	Reading GSEs	Writing Standards
Constitution		
Unit Five: WHAT RIGH	HTS DOES THE BILL OF RIGHTS PROTECT?	
LESSON 27	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
WHAT ARE BILLS OF	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
RIGHTS AND WHAT	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
KINDS OF RIGHTS	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures), chronology,
DOES THE U.S. BILL	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
OF RIGHTS	illustrations](State)	investigation, deductive/inductive reasoning
PROTECT?	<b>R–10–7.2</b> Using information from the text to answer questions; to state the	W-106.2 Selecting appropriate and relevant information (excluding
	main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State)	by
	<b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g.,	<ul> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> </ul>
	representing main/central ideas or details within text through charting,	<b>W-10-7.2</b> Stating and maintaining a locus/controlling lidea/tilesis (State) <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State)	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	intent (State)
	understanding and recall; expand understanding and/or gain new information	W-10-8 In informational writing, students demonstrate use of a
	(Local)	range of elaboration strategies by
		<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by R-10-8.1 Explaining connections about information <i>within</i> a text, <i>across</i>	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across text(s)	potential problems, mistakes, or misunderstandings that might arise for the
	(e.g., constructing appropriate titles; or formulating assertions or controlling	audience) (State)
	ideas) (State)	<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
	EXAMPLE: How does the title of the article reflect the author's perspective?	throughout the piece; in procedural or persuasive writing, as appropriate)
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to	(State)
	inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form	OC-10-1 In oral communication, students demonstrate interactive
	or evaluate opinions/judgments and assertions about central ideas that are	listening by
	relevant (State)	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	answer questions, or to solve problems (Local)
	bias/propaganda or conflicting information within or across texts (State)	OC-10-1.2 Summarizing, paraphrasing, questioning, or
	R-10-8.5 Making inferences about causes and/or effects (State)	contributing to information presented (Local)
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	<b>OC-10-1.3</b> Identifying the thesis of a presentation,
	consistency, effectiveness of organizational pattern, or logic of arguments)	determining the essential elements of elaboration, and
	(State)	interpreting or evaluating the message (Local)
		<b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
		achieve a goal (Local)
		OC-10-2In oral communication, students make oral presentations
		by
		<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
		audience, context, and purpose (Local)

LESSON 27 CONTD.	OC-102.2 Maintaining a consistent focus (Local)
	<b>OC</b> –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
	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	(Local)
	<b>OC</b> -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
	<b>W-10-2.1</b> Selecting and summarizing key ideas to set context, appropriate
	to audience (State)
	<b>W-10-2.3</b> 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)
	<b>W-10-3.2</b> 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
	<b>W–10–3.3</b> 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)
	bloader world of ideas) (State)

LESSON 28	R-10-7 Demonstrate initial understanding of informational texts	W-10-6 In informational writing, students organize ideas/concepts
	(expository and practical texts) by	by
HOW DOES THE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
FIRST AMENDMENT	glossary, index, transition words/phrases,	thesis (e.g., purpose, audience, context) (State)
AFFECT THE	transitional devices (including use of white space), bold or italicized text,	EXAMPLES (of text structures):sequence (in procedures),chronology,
ESTABLISHMENT	headings, subheadings, graphic organizers, charts, graphs, or	proposition/support, compare/contrast problem/solution, cause/effect,
AND FREE EXERCISE	illustrations](State)	investigation, deductive/inductive reasoning
OF RELIGION?	<b>R–10–7.2</b> Using information from the text to answer questions; to state the	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	main/central ideas; to provide supporting details; to explain visual	extraneous details) to set context (State)
	components supporting the text; or, to interpret maps, charts, timelines,	W-10-7 In informational writing, students effectively convey purpose
	tables, or diagrams. (State)	by
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	<b>W-10-7.1</b> Establishing a topic (State)
	among facts, ideas, and events (e.g.,	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	representing main/central ideas or details within text through charting,	<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
	mapping, paraphrasing, summarizing,	<b>W-10-7.4</b> Establishing an authoritative voice (State)
	comparing/contrasting, outlining (State) <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)
	understanding and recall; expand understanding and/or gain new information	W-10-8 In informational writing, students demonstrate use of a
	(Local)	range of elaboration strategies by
		<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
	R-10-8 Analyze and interpret informational text, citing evidence as	thesis, and excluding extraneous information (State)
	appropriate by	<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	information: naming, describing, explaining,
	texts, or to related ideas (State)	comparing, contrasting, or using visual images to
	EXAMPLE: Students are asked to compare information presented in two	support intended purpose (State)
	textual excerpts.	<b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s)	potential problems, mistakes, or misunderstandings that might arise for the
	(e.g., constructing appropriate titles; or formulating assertions or controlling	audience) (State)
	ideas) (State)	
	EXAMPLE: How does the title of the article reflect the author's perspective?	OC-10-1 In oral communication, students demonstrate interactive
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to	listening by
	inform, explain, entertain, persuade) or message; or explaining how purpose	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
	may affect the interpretation of the text; or using supporting evidence to form	answer questions, or to solve problems (Local)
	or evaluate opinions/judgments and assertions about central ideas that are	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	relevant (State)	information presented (Local)
		<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
		elements of elaboration, and interpreting or evaluating the message (Local)
		<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
		for a range of individual ideas (Local)
		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
		achieve a goal (Local)

LESSON 29	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW DOES THE	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
FIRST AMENDMENT	glossary, index, transition words/phrases,	answer questions, or to solve problems (Local)
PROTECT FREE	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
EXPRESSION?	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
	illustrations](State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	<b>R-10-7.2</b> Using information from the text to answer questions; to state the	elements of elaboration, and interpreting or evaluating the message (Local)
	main/central ideas; to provide supporting details; to explain visual	<b>OC-10-1.4</b> Participating in large and small group
	components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)	discussions showing respect for a range of individual ideas (Local) <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
	<b>R-10-7.3</b> Organizing information to show understanding or relationships	achieve a goal (Local)
	among facts, ideas, and events (e.g., representing main/central ideas or	OC-10-2In oral communication, students make oral presentations
	details within text through charting, mapping, paraphrasing, summarizing,	by
	comparing/contrasting, outlining (State)	<b>OC</b> -10-2.1 Exhibiting logical organization and language use, appropriate to
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	audience, context, and purpose (Local)
	understanding and recall; expand understanding and/or gain new information	OC-102.2 Maintaining a consistent focus (Local)
	(Local)	OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen
		details, and providing a coherent conclusion (Local)
	R-10-8 Analyze and interpret informational text, citing evidence as	EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	appropriate by	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	examples, comparisons, artifacts
	texts, or to related ideas (State)	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	EXAMPLE: Students are asked to compare information presented in two textual excerpts.	(Local)
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s)	<b>OC</b> — <b>10</b> — <b>2.5</b> Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	(e.g., constructing appropriate titles; or formulating assertions or controlling	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	ideas) (State)	effectively (Local)
	EXAMPLE: How does the title of the article reflect the author's perspective?	
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to	W-10-6 In informational writing, students organize ideas/concepts
	inform, explain, entertain, persuade) or message; or explaining how purpose	by
	may affect the interpretation of the text; or using supporting evidence to form	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
	or evaluate opinions/judgments and assertions about central ideas that are	thesis (e.g., purpose, audience, context) (State)
	relevant (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	proposition/support, compare/contrast problem/solution, cause/effect,
	bias/propaganda or conflicting information within or across texts (State)	investigation, deductive/inductive reasoning
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)	extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose
	(State)	by
	(State)	W-10-7.1 Establishing a topic (State)
		<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
		<b>W-10-7.3</b> 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
		<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
		thesis, and excluding extraneous information (State)
		<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
		information: naming, describing, explaining,
		comparing, contrasting, or using visual images to

# We the People ~ The Citizens & The Constitution Level 3

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

LESSON 29 CONTD.	<ul> <li>support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> <li>W-10-2 In response to literary or informational text, students show</li> </ul>
	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 on spint of visuor 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)

LESSON 30	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
HOW DOES THE	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents,	<b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to
FIRST AMENDMENT	glossary, index, transition words/phrases,	answer questions, or to solve problems (Local)
PROTECT FREEDOM	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, guestioning, or contributing to
TO ASSEMBLE,	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
PETITION, AND	illustrations](State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
,		
ASSOCIATE?	<b>R-10-7.2</b> Using information from the text to answer questions; to state the	elements of elaboration, and interpreting or evaluating the message (Local)
	main/central ideas; to provide supporting details; to explain visual	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
	components supporting the text; or, to interpret maps, charts, timelines,	for a range of individual ideas (Local)
	tables, or diagrams. (State)	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	achieve a goal (Local)
	among facts, ideas, and events (e.g., representing main/central ideas or	OC-10-2In oral communication, students make oral presentations
	details within text through charting, mapping, paraphrasing, summarizing,	by
	comparing/contrasting, outlining (State)	<b>OC–10–2.1</b> Exhibiting logical organization and language use, appropriate to
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	audience, context, and purpose (Local)
	understanding and recall; expand understanding and/or gain new information	OC-102.2 Maintaining a consistent focus (Local)
	(Local)	OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen
		details, and providing a coherent conclusion (Local)
	R-10-8 Analyze and interpret informational text, citing evidence as	EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	appropriate by	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	examples, comparisons, artifacts
	texts, or to related ideas (State)	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	EXAMPLE: Students are asked to compare information presented in two	(Local)
	textual excerpts.	<b>OC</b> -10-2.5 Using a variety of strategies of address (e.g., eye contact,
	<b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s)	speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	(e.g., constructing appropriate titles; or formulating assertions or controlling	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	ideas) (State)	effectively (Local)
	EXAMPLE: How does the title of the article reflect the author's perspective?	
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose (e.g., to	W-10-6 In informational writing, students organize ideas/concepts
	inform, explain, entertain, persuade) or message; or explaining how purpose	by
	may affect the interpretation of the text; or using supporting evidence to form	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
	or evaluate opinions/judgments and assertions about central ideas that are	thesis (e.g., purpose, audience, context) (State)
	relevant (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	proposition/support, compare/contrast problem/solution, cause/effect,
	bias/propaganda or conflicting information within or across texts (State)	investigation, deductive/inductive reasoning
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g.	extraneous details) to set context (State)
	consistency, effectiveness of organizational pattern, or logic of arguments)	W-10-7 In informational writing, students effectively convey purpose
	(State)	by
		<b>W-10-7.1</b> Establishing a topic (State)
		<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
		<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
		<b>W-10-7.4</b> Establishing an authoritative voice (State)
		<b>W-10-7.5</b> 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
		<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
		thesis, and excluding extraneous information (State)
		<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
		information: naming, describing, explaining,
		comparing, contrasting, or using visual images to

		support intended numbers (Ctate)
LESSON 30 CONTD.		<ul> <li>support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 31 HOW DO THE FOURTH AND FIFTH AMENDMENTS PROTECT AGAINST UNREASONABLE LAW ENFORCEMENT PROCEDURES?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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)</li> <li>EXAMPLE: How does the title of the article reflect the 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 how purpose may affect the interpretation of the text; or using supporting doubt formation within or across texts (State)</li> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)</li> <li>R-10-8.5</li></ul>	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-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (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-10-2.5 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) (When responses are written ) 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 by W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State) W-10-3.1 n response to literary or informational text, students show understanding of plot /ideas/concepts by W-10-3.1 n response to literary or informational text, students make and support analytical judgments about text by W-10-3.1 n Establishing an interpretive claim/assertion in the form of a thesis (purpose), when respo
		EXAMPLES: Making links to author's choice of words, style, bias, literary

LESSON 31 CONTD.		techniques, or point of view; making links to characteristics of literary forms or genres <b>W-10-3.3</b> Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State) <b>W-10-3.4</b> 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)
LESSON 32 HOW DO THE FIFTH, SIXTH, AND EIGHTH AMENDMENTS PROTECT RIGHTS WITHIN THE JUDICIAL SYSTEM?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information resented in two textual excerpts.</li> <li>R-10-8.3 Drawing inferences about text, including author's perspective?</li> <li>R-10-8.3 Drawing inferences about text, including author's perspective?</li> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)</li> <li>EXAMPLE: How does the title of the article reflect the author's perspective?</li> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)</li> <li>R-10-8.5 Making inferences about causes <u>an</u></li></ul>	<ul> <li>OC-10-1 In oral communication, students demonstrate interactive listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.1 Maintaining a consistent focus (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)</li> <li>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</li> <li>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)</li> <li>W-10-6 In informational writing, students organize ideas/concepts by</li> <li>W-10-6.5 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea or thesis (e.g., purpose, audience, context (State)</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a foc</li></ul>

LESSON 32 CONTD.		W-10-7.5 Using precise and descriptive language that clarifies and supports
range of elaboration strategies byW-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)	LESSON 32 CONTD.	intent (State)
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 interded 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)		W-10-8 In informational writing, students demonstrate use of a
<ul> <li>thesis, and excluding extraneous information (State)</li> <li><b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</li> <li><b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li><b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)</li> </ul>		range of elaboration strategies by
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)		
<ul> <li>information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)</li> </ul>		thesis, and excluding extraneous information (State)
<ul> <li>comparing, contrasting, or using visual images to support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)</li> </ul>		W-10-8.2 Including sufficient details or facts for appropriate depth of
<ul> <li>support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)</li> </ul>		information: naming, describing, explaining,
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)		comparing, contrasting, or using visual images to
potential problems, mistakes, or misunderstandings that might arise for the audience) (State) <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)		support intended purpose (State)
audience) (State) <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)		
<b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)		potential problems, mistakes, or misunderstandings that might arise for the
throughout the piece; in procedural or persuasive writing, as appropriate)		audience) (State)
		<b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece, in precedural or persuacive writing, as appropriate)

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens & The Constitution	Reading GSEs	Writing Standards
	LENGES MIGHT FACE AMERICAN CONSTITUTIONAL DEMOCRACY IN THE 1	TWENTY-FIRST CENTURY?
LESSON 33	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
22000100	(expository and practical texts) by	listening by
WHAT DOES IT	<b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents,	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
MEAN TO BE A	glossary, index, transition words/phrases,	answer questions, or to solve problems (Local)
CITIZEN?	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
	illustrations](State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	<b>R-10-7.2</b> Using information from the text to answer questions; to state the	elements of elaboration, and interpreting or evaluating the message (Local) <b>OC-10-1.4</b> Participating in large and small group discussions showing respect
	main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines,	for a range of individual ideas (Local)
	tables, or diagrams. (State)	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
	<b>R-10-7.3</b> Organizing information to show understanding or relationships	achieve a goal (Local)
	among facts, ideas, and events (e.g., representing main/central ideas or	OC-10-2In oral communication, students make oral presentations
	details within text through charting, mapping, paraphrasing, summarizing,	by
	comparing/contrasting, outlining (State)	<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
	R-10-7.4 Generating questions before, during, and after reading to enhance	audience, context, and purpose (Local)
	understanding and recall; expand understanding and/or gain new information	OC-102.2 Maintaining a consistent focus (Local)
	(Local)	<b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-chosen
	R–10–8 Analyze and interpret informational text, citing evidence as	details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	appropriate by	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	examples, comparisons, artifacts
	texts, or to related ideas (State)	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	EXAMPLE: Students are asked to compare information presented in two	(Local)
	textual excerpts.	<b>OC</b> -10-2.5 Using a variety of strategies of address (e.g., eye contact,
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across text(s)	speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	(e.g., constructing appropriate titles; or formulating assertions or controlling	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	ideas) (State)	effectively (Local)
	EXAMPLE: How does the title of the article reflect the author's perspective? <b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to	W-10-6 In informational writing, students organize ideas/concepts
	inform, explain, entertain, persuade) or message; or explaining how purpose	by
	may affect the interpretation of the text; or using supporting evidence to form	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
	or evaluate opinions/judgments and assertions about central ideas that are	thesis (e.g., purpose, audience, context) (State)
	relevant (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	proposition/support, compare/contrast problem/solution, cause/effect,
	bias/propaganda or conflicting information within or across texts (State)	investigation, deductive/inductive reasoning
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)	extraneous details) to set context (State) W-10-7 In informational writing, students effectively convey purpose
	(State)	by
		W-10-7.1 Establishing a topic (State)
		<b>W–10–7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
		<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
		W-10-7.4 Establishing an authoritative voice (State)
		<b>W-10-7.5</b> 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

LESSON 33 CONTD.		<ul> <li>thesis, and excluding extraneous information (State)</li> <li>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)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 34	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
WHAT IS THE IMPORTANCE O CIVIC ENGAGEMENT TO AMERICAN CONSTITUTIONAL DEMOCRACY?	<ul> <li>(expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> </ul>	<ul> <li>listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-21n oral communication, students make oral presentations by</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.2 Maintaining a consistent focus (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen</li> </ul>
	<ul> <li>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</li> <li>R-10-8.1 Explaining connections about information <i>within</i> a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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)</li> <li>EXAMPLE: How does the title of the article reflect the author's perspective?</li> <li>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)</li> <li>R-10-8.5 Making inferences about causes and/or effects (State)</li> <li>R-10-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)</li> </ul>	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-10-6 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-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)

LESSON 34 CONTD.		<ul> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 35	R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	OC-10-1 In oral communication, students demonstrate interactive listening by
HOW HAVE CIVIL RIGHTS MOVEMENTS RESULTED IN FUNDAMENTAL POITICAL AND SOCIAL CHANGE IN THE UNITED STATES?	<ul> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> </ul>	<ul> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.2 Maintaining a consistent focus (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)</li> </ul>
	<ul> <li>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</li> <li>R-10-8.1 Explaining connections about information <i>within</i> a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>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)</li> <li>EXAMPLE: How does the title of the article reflect the author's perspective?</li> <li>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)</li> </ul>	EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts <b>OC10-2.4</b> Effectively responding to audience questions and feedback (Local) <b>OC10-2.5</b> 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) <b>(When responses are written )</b> <b>W-10-6 In informational writing, students organize ideas/concepts</b> <b>by</b> <b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)

LESSON 35 CONTD.	<ul> <li>R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)</li> <li>R-10-8.5 Making inferences about causes <u>and/or</u> effects (State)</li> <li>R-10-8.6 Evaluating the clarity and accuracy of information (<u>e.g.</u> consistency, effectiveness of organizational pattern, or logic of arguments) (State)</li> <li>R-10-15 Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by</li> <li>R-10-15.1 Identifying and evaluating potential sources of information (Local)</li> <li>R-10-15.2 Evaluating <u>and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local)</li> <li>R-10-15.4 <u>Drawing conclusions/judgments</u> and supporting them with evidence (Local)</li> </ul>	<ul> <li>EXAMPLES (of text structures):sequence (in procedures), chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-106.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7 In informational writing, students effectively convey purpose by</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>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)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 36 HOW HAVE AMERICAN POLITICAL IDEAS AND THE AMERICAN CONSTITUTIONAL SYSTEM INFLUENCED OTHER NATIONS?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>R-10-7.3 Organizing information to show understanding or relationships</li> </ul>	<ul> <li>OC-10-1 In oral communication, students demonstrate interactive listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> </ul>
	<ul> <li>among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by</li> <li>R-10-8.1 Explaining connections about information within a text, across texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two</li> </ul>	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) OC10-2.5 Using a variety of strategies of address (e.g., eye contact,

LESSON 36 CONTD	textual excerpts. <b>R-10-8.2</b> 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? <b>R-10-8.3</b> 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) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) <b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State) <b>R-10-8.6</b> Evaluating the clarity and accuracy of information ( <u>e.g.</u> <u>consistency, effectiveness of organizational pattern, or logic of arguments</u> ) (State)	<ul> <li>speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</li> <li>(When responses are written )</li> <li>W-10-6 In informational writing, students organize ideas/concepts by</li> <li>W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-10-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7.1 In informational writing, students effectively convey purpose by</li> <li>W-10-7.1 Establishing a topic (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an authoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>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)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>

LECCON 27	D 10.7 Demonstrate initial understanding of informational toyte	OC 10.1 In over communication, students domonstrate interactive
LESSON 37	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
	(expository and practical texts) by	listening by
WHAT KEY	<b>R–10–7.1</b> Obtaining information from text features [e.g., table of contents,	<b>OC</b> -10-1.1 Following verbal instructions, to perform specific tasks, to
CHALLENGES DOES	glossary, index, transition words/phrases,	answer questions, or to solve problems (Local)
THE UNITED STATES	transitional devices (including use of white space), bold or italicized text,	<b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to
FACE IN THE	headings, subheadings, graphic organizers, charts, graphs, or	information presented (Local)
FUTURE?	illustrations](State)	<b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential
	<b>R-10-7.2</b> Using information from the text to answer questions; to state the	elements of elaboration, and interpreting or evaluating the message (Local)
	main/central ideas; to provide supporting details; to explain visual	<b>OC-10-1.4</b> Participating in large and small group discussions showing respect
		for a range of individual ideas (Local)
	components supporting the text; or, to interpret maps, charts, timelines,	5
	tables, or diagrams. (State)	<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or
	<b>R–10–7.3</b> Organizing information to show understanding or relationships	achieve a goal (Local)
	among facts, ideas, and events (e.g., representing main/central ideas or	OC-10-2In oral communication, students make oral presentations
	details within text through charting, mapping, paraphrasing, summarizing,	by
	comparing/contrasting, outlining (State)	<b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to
	<b>R-10-7.4</b> Generating questions before, during, and after reading to enhance	audience, context, and purpose (Local)
	understanding and recall; expand understanding and/or gain new information	<b>OC</b> — <b>102.2</b> Maintaining a consistent focus (Local)
	(Local)	<b>OC</b> -10-2.3 Including smooth transitions, supporting thesis with well-chosen
		details, and providing a coherent conclusion (Local)
	P 10 0 Annual intermediate standard states and intermediate	
	R-10-8 Analyze and interpret informational text, citing evidence as	EXAMPLES (of support and elaboration): Using anecdotes, analogies,
	appropriate by	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	<b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	examples, comparisons, artifacts
	texts, or to related ideas (State)	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	EXAMPLE: Students are asked to compare information presented in two	(Local)
	textual excerpts.	<b>OC</b> -10-2.5 Using a variety of strategies of address (e.g., eye contact,
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across text(s)	speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	(e.g., constructing appropriate titles; or formulating assertions or controlling	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	ideas) (State)	effectively (Local)
	EXAMPLE: How does the title of the article reflect the author's perspective?	(When responses are written )
	<b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to	W-10-6 In informational writing, students organize ideas/concepts
	inform, explain, entertain, persuade) or message; or explaining how purpose	by
	may affect the interpretation of the text; or using supporting evidence to form	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
	or evaluate opinions/judgments and assertions about central ideas that are	thesis (e.g., purpose, audience, context) (State)
	relevant (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R–10–8.4</b> Distinguishing fact from opinion, and evaluating possible	proposition/support, compare/contrast problem/solution, cause/effect,
	bias/propaganda or conflicting information within or across texts (State)	investigation, deductive/inductive reasoning
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R-10-8.6</b> Evaluating the clarity and accuracy of information (e.g.	extraneous details) to set context (State)
	consistency, effectiveness of organizational pattern, or logic of arguments)	W-10-7 In informational writing, students effectively convey purpose
	(State)	
		by
	R-10-15 Research* by reading multiple sources (including print and	W-10-7.1 Establishing a topic (State)
	non-print texts) to solve a problem, or to make a decision, or to	<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
	formulate a judgment, or to support a thesis by	<b>W–10–7.3</b> Writing with a sense of audience, when appropriate (State)
	R-10-15.1 Identifying and evaluating potential sources of information (Local)	W-10-7.4 Establishing an authoritative voice (State)
	R-10-15.2 Evaluating and selecting the information presented, in terms of	<b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports
	completeness, relevance, <u>and validity</u> (Local)	intent (State)
	R-10-15.3 Organizing, analyzing, and interpreting the information (Local)	W-10-8 In informational writing, students demonstrate use of a
	R-10-15.4 Drawing conclusions/judgments and supporting them with	range of elaboration strategies by
	evidence (Local)	<b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or
		thesis, and excluding extraneous information (State)
		<b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of
		information: naming, describing, explaining,
		comparing, contrasting, or using visual images to

LESSON 37 CONTD.		<ul> <li>support intended purpose (State)</li> <li>W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
		<ul> <li>W-10-14In reflective writing, students explore and share thoughts, observations, and impressions by</li> <li>W-10-14.1 Engaging the reader by establishing context (purpose) (State)</li> <li>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 )</li> <li>W-10-14.3 Using an organizational structure that allows for a progression of ideas to develop (State)</li> <li>W-10-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)</li> <li>W-10-14.5 Providing closure - leaving the reader with something to think about (State)</li> <li>W-12-14.6 Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local)</li> <li>(Page 279 Family History)</li> <li>EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.</li> </ul>
LESSON 38	R-10-7 Demonstrate initial understanding of informational texts	OC-10-1 In oral communication, students demonstrate interactive
WHAT ARE THE CHALLENGES OF THE PARTICIPATION OF THE UNITED STATES IN WORLD AFFAIRS?	<ul> <li>(expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> <li>R-10-8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)</li> <li>EXAMPLE: Students are asked to compare information presented in two textual excerpts.</li> <li>R-10-8.2 Synthesizing and evaluating information within or across text(s)</li> </ul>	<ul> <li>listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)</li> <li>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</li> <li>OC10-2.4 Effectively responding to audience questions and feedback (Local)</li> <li>OC-10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection,</li> </ul>

LESSON 38 CONTD.	(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? <b>R-10-8.3</b> 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) <b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) <b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State) <b>R-10-8.6</b> Evaluating the clarity and accuracy of information ( <u>e.g.</u> <u>consistency</u> , <u>effectiveness of organizational pattern</u> , or logic of arguments) (State)	<ul> <li>voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</li> <li>(When responses are written )</li> <li>W-10-6 In informational writing, students organize ideas/concepts by</li> <li>W10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</li> <li>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</li> <li>W-10-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</li> <li>W-10-7.1 Informational writing, students effectively convey purpose by</li> <li>W-10-7.2 Stating and maintaining a focus/controlling idea/thesis (State)</li> <li>W-10-7.3 Writing with a sense of audience, when appropriate (State)</li> <li>W-10-7.4 Establishing an uthoritative voice (State)</li> <li>W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)</li> <li>W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</li> <li>W-10-8.1 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</li> <li>W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</li> </ul>
LESSON 39 WHAT DOES RETURNING TO FUNDAMENTAL PRINCIPLES MEAN?	<ul> <li>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</li> </ul>	<ul> <li>OC-10-1 In oral communication, students demonstrate interactive listening by</li> <li>OC-10-1.1 Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</li> <li>OC-10-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</li> <li>OC-10-1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</li> <li>OC-10-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</li> <li>OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</li> <li>OC-10-21n oral communication, students make oral presentations by</li> <li>OC-10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</li> <li>OC-10-2.3 Including smooth transitions, supporting thesis with well-chosen</li> </ul>

		details, and providing a coherent conclusion (Local)
	R-10-8 Analyze and interpret informational text, citing evidence as	EXAMPLES (of support and elaboration): Using anecdotes, analogies,
LESSON 39 CONTD	appropriate by	illustrations, visuals, detailed descriptions, restatements, paraphrases,
	<b>R–10–8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i>	examples, comparisons, artifacts
	texts, or to related ideas (State)	<b>OC10–2.4</b> Effectively responding to audience questions and feedback
	EXAMPLE: Students are asked to compare information presented in two	(Local)
	textual excerpts.	<b>OC-10-2.5</b> Using a variety of strategies of address (e.g., eye contact,
	<b>R–10–8.2</b> Synthesizing and evaluating information within or across text(s)	speaking rate, volume, articulation, enunciation, pronunciation, inflection,
	(e.g., constructing appropriate titles; or formulating assertions or controlling	voice modulation, intonation, rhythm, and gesture) to communicate ideas
	ideas) (State)	effectively (Local)
	EXAMPLE: How does the title of the article reflect the author's perspective?	(When responses are written )
	<b>R–10–8.3</b> Drawing inferences about text, including author's purpose (e.g., to	W-10-6 In informational writing, students organize ideas/concepts
	inform, explain, entertain, persuade) or message; or explaining how purpose	by
	may affect the interpretation of the text; or using supporting evidence to form	<b>W10-6.1</b> Using a text structure appropriate to focus/controlling idea or
	or evaluate opinions/judgments and assertions about central ideas that are	thesis (e.g., purpose, audience, context) (State)
	relevant (State)	EXAMPLES (of text structures):sequence (in procedures),chronology,
	<b>R-10-8.4</b> Distinguishing fact from opinion, and evaluating possible	proposition/support, compare/contrast problem/solution, cause/effect,
	bias/propaganda or conflicting information within or across texts (State)	investigation, deductive/inductive reasoning
	<b>R-10-8.5</b> Making inferences about causes <u>and/or</u> effects (State)	<b>W-106.2</b> Selecting appropriate and relevant information (excluding
	<b>R–10–8.6</b> Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)	extraneous details) to set context (State)
	(State)	W-10-7 In informational writing, students effectively convey purpose
	(State)	by W-10-7.1 Establishing a topic (State)
		<b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)
		<b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)
		<b>W–10–7.4</b> Establishing an authoritative voice (State)
		<b>W-10-7.5</b> 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)
		<b>W-10-8.4</b> Commenting on the significance of the information (in reports,
		throughout the piece; in procedural or persuasive writing, as appropriate)
		(State)