

6th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare ideas across stories, poems, or dramas	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	1. Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch. 2. (Not applicable to literature) 3. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		CLUSTER	1. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama. 2. (Not applicable to literature) 3. Compare two stories, poems, or dramas on similar themes or topics.	Concepts: The same story, poem, or drama can be told in different ways and the same topic or theme can be part of different stories, poems or dramas. Skills: Identify ways that a video or enacted version of a story, poem or drama is the same as the text-based version; Identify ways that two stories, poems, or dramas on similar themes or topics are the same. Big Ideas: Authors write about similar topics or themes and actors perform a story, poem or drama in ways that are similar to the written version. Essential Questions: How is this version of the story, poem, or drama the same as the text-based version? How are these two stories, poems, or dramas about the same topic alike?
Range of Reading and Level of Text Complexity		Understanding Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		CLUSTER	10. Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.).	Concept: Listening and reading are active processes. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during reading or listening requires thinking and communicating. Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

6th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use text to understand key ideas	Key Ideas and Details	GUIDANCE	Key Ideas and Details
CLUSTER	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text; summarize the text. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		CLUSTER 1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = Add one egg. Inferred = Use raw egg, crack it open). 2. Determine the theme or central idea of a text. 3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.		Concepts: Authors state information explicitly and implicitly to convey the meaning of a text. Skills: Determine what events or actions are stated explicitly by the author; determine which events or actions must be inferred; determine the theme or central idea of a text; identify examples or anecdotes that relate to key individuals, events or ideas. Big Ideas: Authors expect readers to use information that is stated and not stated to understand individuals, events, or ideas, as well as the theme or central idea of a text. Essential Questions: What events or actions does the author describe in the text? What does the author expect us to know happened even though it is not in the text? How do I know when I have to figure something out? What is a theme or central idea? What examples relate to the key individuals, events, or ideas in this text?
Craft and Structure		Understand word choice and use	Craft and Structure	GUIDANCE	Craft and Structure
CLUSTER	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		CLUSTER Determine the meaning of simple idioms and figures of speech as they are used in a text. Determine how a particular word, phrase or sentence fits into the overall structure of a text. Determine the purpose of a text.		Concepts: Individual words and phrases are important to the overall structure and purpose of a text. Skills: Recognize that an idiom or figure of speech was used; determine the meaning of idioms and figures of speech; determine how a word, phrase or sentence fits with the story; determine the purpose of the text. Big Ideas: Authors carefully select the words, phrases, and sentences to convey meaning, support the structure, and meet their overall purpose in writing the text. Essential Questions: What are the possible meanings of the word or phrase the author used? How does this word, phrase or sentence help me understand the text? What is the purpose of this text?

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READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Compare information across sources	Integration of Knowledge and Ideas	GUIDANCE	Integration of Knowledge and Ideas
CLUSTER	1. Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue. 2. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		1. Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia). 2. Determine whether claims in a text are fact or opinion. 3. Compare two texts about similar events.		Concepts: Authors select the information and opinions they include and exclude in the text they write. Skills: Find similarities in information located in sources in different formats; determine whether a claim is fact or opinion; compare two texts about similar events. Big Ideas: Information and opinions are presented in different ways depending on the author and the source of information. Essential Questions: What information in these two sources is the same? Is this a fact or someone's opinion? How are these two texts the same?
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	GUIDANCE	Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range		10. Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.)		Concept: Listening and reading are active processes. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during reading or listening requires thinking and communicating. Essential Questions: Why are we reading this story, poem, or drama? How do I communicate my understanding with others?

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

6th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS	
Text Types and Purposes		Write for multiple purposes	Text Types and Purposes	Text Types and Purposes	
CLUSTER	<div>1. Write arguments to support claims with clear reasons and relevant evidence.</div> <div>2. Introduce claim(s) and organize the reasons and evidence clearly.</div> <div>3. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.</div> <div>4. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</div> <div>5. Establish and maintain a formal style.</div> <div>6. Provide a concluding statement or section that follows from the argument presented.</div> <div>7. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</div> <div>8. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</div> <div>9. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</div> <div>Use appropriate transitions to clarify the relationships among ideas and concepts.</div> <div>Use precise language and domain- specific vocabulary to inform about or explain the topic.</div> <div>Establish and maintain a formal style.</div> <div>Provide a concluding statement or section that follows from the information or explanation presented.</div> <div>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</div> <div>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</div> <div>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</div> <div>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</div> <div>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</div> <div>Provide a conclusion that follows from the narrated experiences or events.</div>		CLUSTER	<div>1. Write* a claim and support it with two or more reasons or other relevant evidence.</div> <div>2. Write* an informative or explanatory text.</div> <div>3. Write* the topic.</div> <div>4. Develop the topic with two or more facts or concrete details.</div> <div>5. Provide a closing.</div> <div>6. Write* a narrative about personal or imagined experiences or events.</div> <div>7. Write* about multiple events and use temporal words (e.g., next, then) to signal event order.</div> <div>8. Include one or more characters.</div> <div>9. Provide a closing.</div>	GUIDANCE

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

6th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Production and Distribution of Writing		CLUSTER	Production and Distribution of Writing	Production and Distribution of Writing
	<ol style="list-style-type: none"> 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 3. Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others. 	Produce and publish extended text		<ol style="list-style-type: none"> 1. Produce writing* that addresses a particular task or purpose. 2. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising. 3. Use technology to produce and publish writing*. 	<p>Concept: Writing is a multi-step process that results in products that can be shared.</p> <p>Skills: Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing.</p> <p>Big Ideas: Writing requires thinking, planning and problem solving in order to produce a product that others will understand.</p> <p>Essential Questions: Why am I writing? What is my goal or purpose for writing? What do I want to include in my writing? What do I have to do to meet my goal? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? Am I sticking to my plan? Does my plan have to change? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

6th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	GUIDANCE	UNPACKING THE EXTENDED STANDARDS
Research to Build and Present Knowledge			Research to Build and Present Knowledge		Research to Build and Present Knowledge
CLUSTER	<ol style="list-style-type: none"> 1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 2. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 3. Draw evidence from literary or informational texts to support analysis, reflection, and research. 4. Apply grade 6 Reading standards to literature (e.g., —Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics). 5. Apply grade 6 Reading standards to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not). 		CLUSTER <ol style="list-style-type: none"> 1. Write* to answer a question based on one or more sources of information. 2. Select quotes from one or more print or digital sources that provide important information about a topic. 3. Write* about information gathered from literary or informational texts. 4. Apply grade 6 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic). 5. Apply grade 6 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic). 		<p>Concept: Research supports writing to inform or respond.</p> <p>Skills: Identify the question to be answered; identify sources that will give information about a question or topic; identify quotes relevant to the topic; write about literature; write about literary nonfiction.</p> <p>Big Idea: Writing to answer a question or provide important information about a topic often requires finding information in multiple sources.</p> <p>Essential Questions: What do I want to know about this? Where can I find information about this? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>
Range of Writing			Range of Writing		Range of Writing
	<ol style="list-style-type: none"> 10. Write routinely over extended time-frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 		<ol style="list-style-type: none"> 10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences. 		<p>Concept: The time it takes to develop a writing product is dependent on the task, purpose and audience.</p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p>Big Idea: Good writers continue working on writing until it meets their purpose.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

6th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration		Prepare and engage actively in communication	Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	<ol style="list-style-type: none">1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.2. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.3. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.4. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.5. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.6. Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.7. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		CLUSTER	<ol style="list-style-type: none">1. Ask and answer questions specific to the topic, text or issue under discussion.2. Determine whether others involved in the discussion agree or disagree with own perspective.3. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.4. Identify the points the speaker makes and how one or more is supported by reasons and evidence.	GUIDANCE

6th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Present information	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	<ol style="list-style-type: none"> 1. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 2. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. 3. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.) 		CLUSTER	<ol style="list-style-type: none"> 1. Present findings including descriptions, facts, or details related to a main idea or theme. 2. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations. 3. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. 	<p>Concept: Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</p> <p>Skills: Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Idea: Presentations about a main idea or theme should include descriptions, facts and details and can be supported by multi-media. When communicating there are times when one or two words are all that are needed and at other times whole sentences are required.</p> <p>Essential Questions: What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly?</p>
				GUIDANCE	

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6th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English		Communicate conventionally	Conventions of Standard English		Conventions of Standard English
CLUSTER	<div>1. Observe conventions of grammar and usage when writing or speaking.</div> <div>2. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</div> <div>3. Use intensive pronouns (e.g., myself, ourselves).</div> <div>4. Recognize and correct inappropriate shifts in pronoun number and person.*</div> <div>5. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</div> <div>6. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</div> <div>7. Observe conventions of capitalization, punctuation, and spelling when writing.</div> <div>8. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</div> <div>9. Spell correctly.</div>		CLUSTER	<div>1. Demonstrate understandings of Standard</div> <div>2. English grammar and usage when communicating.</div> <div>3. Use indefinite pronouns (e.g., anybody, nobody, and someone).</div> <div>4. Recognize when own message fails to convey intended meaning and use strategies to improve expression.</div> <div>5. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.</div> <div>6. Capitalize sentences and proper nouns.</div> <div>7. Use a question mark at the end of a written question.</div> <div>8. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</div>	GUIDANCE

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6th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Knowledge of Language			Knowledge of Language		Knowledge of Language
CLUSTER	1. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. 2. Vary sentence patterns for meaning, reader/listener interest, and style.* 3. Maintain consistency in style and tone.*	Communicate effectively	CLUSTER	1. Use language to achieve desired meaning when writing or communicating. 2. Vary use of language when listener or reader does not understand initial attempt.	Concept: Communication is improved when a speaker varies the message when the initial message is not understood. Skills: Identify when intended message is not understood; determine how else to deliver the message; vary message to make it more easily understood. Big Ideas: When someone doesn't understand you should try to say it a different way. Essential Questions: Was my message clear? What part didn't s/he understand? How can I say that a different way?
					GUIDANCE

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6th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS	
Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage	Vocabulary Acquisition and Usage	
CLUSTER	<div><div>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</div><div>2. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</div><div>3. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</div><div>4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</div><div>5. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</div><div>6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</div><div>7. Interpret figures of speech (e.g., personification) in context.</div><div>8. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</div><div>9. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un-wasteful, thrifty).</div><div>10. Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</div></div>	Acquire and Use language	<div><div>1. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</div><div>2. Use context to identify which word in an array of content related words is missing from a sentence.</div><div>3. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</div><div>4. Demonstrate understanding of word relationships.</div><div>5. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.</div><div>6. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</div><div>7. Acquire and use general academic and domain-specific words and phrases.</div></div>	GUIDANCE	<div><div>Concept: Words have meaning across context and in relation to one another.</div><div>Skills: Use the context of a sentence to determine a missing word; seek clarification when a word is not understood; understand simple, concrete similes; identify words with similar meanings; use words across contexts.</div><div>Big Ideas: As words are learned and used, they are related to topics, contexts, and one another.</div><div>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What does that phrase really mean? What word do I know that means the opposite of this word? What word do I know that is the same as this word?</div></div>

7th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details			Key Ideas and Details		Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	Use text to understand themes, characters and events	CLUSTER <ol style="list-style-type: none"> 1. Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = the girl is strong, pretty and lonely. Inferred = brave and persistent). 2. Determine the theme or central idea of a text, and identify the characters and setting. 3. Determine how two or more events in a story are related (e.g., The cupboard was empty when they looked so they went shopping.). 	GUIDANCE	<p>Concept: Authors state information explicitly and implicitly about the characters, setting and events in a text.</p> <p>Skills: Identify the characters; determine what character traits are described explicitly by the author; determine what character traits must be inferred; determine the theme or central idea of a text; identify the setting; determine what events or actions are stated explicitly by the author; determine which events must be inferred; determine the relationship between events.</p> <p>Big Ideas: Authors expect readers to use information that is stated and not stated to identify the setting, traits of characters, relationship between events, and determine the theme or central idea of a text.</p> <p>Essential Questions: What characters and events does the author describe in the text? What does the author expect us to know about the characters even though it is not stated directly? What does the author expect us to know happened even though it is not in the text? How are events in the text related to each other? How do I know when I have to figure something out? What doesn't the author tell me? What is a theme or central idea? How do I figure out what characters are thinking, feeling, or doing? What is the setting?</p>
Craft and Structure			Craft and Structure		Craft and Structure
CLUSTER	<ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 2. Analyze how a drama or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning. 3. Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text. 	Use word choice and structure to support meaning	CLUSTER <ol style="list-style-type: none"> 1. Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author). 2. Determine whether a text is a story, drama, or poem. 3. Determine what words an author uses to contrast characters in a text. 	GUIDANCE	<p>Concepts: The words and structures authors chose influence the meaning of a text.</p> <p>Skills: Identify the pattern of rhyme or sound repetition in a text; identify familiar stories, dramas, and poems; determine if unfamiliar text is story, drama, and poem; identify the words that describe characters in a text; identify the words that distinguish one character from another in a text.</p> <p>Big Ideas: Authors carefully select both the words and the text structures they use to convey meaning.</p> <p>Essential Questions: Does the author use rhyming words in a special way? Does the author repeat the same word or sounds in a special way? Is this a story, drama or poem? What words does the author use to describe the characters? Which of those words tell how two or more characters are different?</p>