



KIPP Infinity 2010

Reading Scope: Grades 5-8

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1. Organization, Procedures, and Culture

We Believe

1. A well managed classroom includes routines and rituals that are reinforced, re-taught and redirected throughout the year. Upper grade classes must re-teach all routines and rituals that students mastered in fifth and sixth grade in order to transfer that mastery to seventh grade.
2. Students must independently read in school for at least 25 minutes and after school for at least 30 minutes every day and keep track of their thinking (metacognition) while they read.
3. Students must read a variety of books in a variety of genres and at minimum read at least 40 books every year.
4. Students should not independently read a book at their frustration level.
5. If a teacher assigns a class novel, students should still be reading a book of their choice.
6. Students should have the opportunity to choose their books in every grade.
7. Students must keep track of their at home reading and teachers must hold them accountable to at home reading.
8. Select books at an appropriate reading level
9. Chronicle their assigned nightly reading
10. Transport books between school and home

a. Reading habits

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|--|--|
| <ul style="list-style-type: none">• Record all books read, categorized by author and genre• Students must read a minimum of 40 books a year• Demonstrate “how to | <ul style="list-style-type: none">• RE-TEACH ALL 5TH GRADE STANDARDS• Students must read a minimum of 40 books a year• Distinguish between the purposes of reading | <ul style="list-style-type: none">• RE-TEACH ALL 6TH GRADE STANDARDS• Simultaneously read assigned texts and read for pleasure by independently reading.• Question the clarity of | <ul style="list-style-type: none">• RE-TEACH ALL 7TH GRADE STANDARDS• Independently note take (see note taking) on independent reading book tracking themes, character analysis, |



talk” with their reading partner (voice level, body language, eye contact)

- While listening to a reading partner, monitor their understanding and comprehension of their partners statements
- Navigate and use the library effectively
- Return books to the classroom or school library neatly and properly
- Choose the “just right book” (either by level or using the 5 finger method)
- Record at home reading in book log which is neat, shows how many pages the student read, includes author and title, and spirals comprehension strategies daily.
- Build stamina by setting goals (1 independent or book club book per week starting ideally by

(inform, persuade, entertain, etc.)

- Record and reflect on their independent reading stamina for the purpose of increased stamina and independence
- Recommend their favorite books to their partners through oral and written persuasive recommendations
- Complete book summaries including key information
- Use metacognitive reading habits to identify and reflect upon when they're really reading
- Identify places to read over summer break
- Push themselves to talk more about their reading at home and after school
- Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces

their accountable, partner talk and determine how to use partner talk and questioning to generate new ideas

- Re-read to create an intensity and seriousness about reading for their written and oral analysis.
- Plan their own independent reading breaks accordingly, when given texts to read.
- Using sticky notes or a response to literature journal, to spiral reading strategies they have learned in class in mandatory at home reading

important events and the author’s message

- Evaluate independent reading habits and make a change based on strengths and weaknesses
-




the end of September)

- Use sticky-notes or a Response to Reading Journal to prepare for responses to literature
 - Self-identify if students have not completed aim
 - Use reading habit checklists honestly and effectively to monitor their own independent reading stamina and comprehension
 - After a teacher meets with them for a reading conference, to take notes on their own next steps
 - Self-select text to develop personal preferences regarding favorite authors.
-

b. Overall reading goals

| | Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---------|--------------------|----------------------|----------------------|
| Min. # of minutes of independent reading | • 30-60 | • 30-60 | • 30-60 | • 30-60 |



per day

Min. # of books per week

- 1 (ideally)
- (at minimum 25 books a year)

- 1

- 1 + ASSIGNED READING

- 1 + ASSIGNED READING

Growth relative to grade level

- Make 1.5 year growth in reading level

- Reading at grade level or above by the end of the year (X)

- Reading at grade level or above by the end of the year (Y)

- Reading at grade level or above by the end of the year (Z)

Read a full range of literature/ genres

- Realistic fiction
- Mysteries
- Nonfiction
- Graphic novels
- Poetry :
 - Free verse
 - Ode
 - Lyrical
 - Free verse

- Myths
- Historical fiction
- Science fiction
- Short stories

- Plays (multi-act)
- Parodies
- Satire
- Allegories
- Poetry additions :
 - Narrative poems
 - Sonnets
 - Ballads
 - Epics

- Classics
- Shakespeare
- Plays (one and multi-act)

Genre: Literary non-fiction

- Expository text
- Functional documents
- Speeches
- Biographies
- Journalism

- Opinion pieces
- Memoirs

- Scientific, technical, or economic accounts (including digital sources) written for a broad audience


- Essays about art or literature

Stamina

- Read for an extended period of time to demonstrate stamina
- Demonstrate proper reading

- Participate in conferences without distracting others
- Demonstrate proper reading posture

- Read independent and assigned books independently
 - Read at home for an extended period of time nightly
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- 
-
- posture
- Apply strategies to maintain comprehension and focus while reading (taking notes, writing questions, etc.)

(teachers must push this in upper grades because students sometimes lose stamina in upper grades)

Differentiation

1. Students read independent books on the Fountas and Pinnell leveling system
2. Students may read books on tape
3. Students can read aloud in partnerships
4. Teachers can scaffold assigned reading



2. Reading Comprehension

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade level in terms of text complexity independently and proficiently.

a. Self-monitoring

We Believe

1. Teaching self-monitoring is critical to the success for all readers, not just struggling readers.
2. Teaching self-monitoring must be spiraled in all grades in order to make it a life-long habit.
3. Teaching self-monitoring must be spiraled as texts get more rich and nuanced.
4. Determining what to teach in regards to self-monitoring can best be determined by conferencing.

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|--|--|---|
| <ul style="list-style-type: none">• Stop, re-read and read-on when they are confused• Question to clarify meaning• Chunk (identify the who and what of each paragraph) when there is too much information to remember everything (non-fiction focus)• Study diagrams and illustrations to extract | <ul style="list-style-type: none">• Track abrupt changes in time/setting• Track changes in narrator or point of view• Saying things in a way that makes sense• Interpreting figurative language• Using a large amount of text to figure out context clues• Distinguish between technical vocabulary and | <ul style="list-style-type: none">• Imagine the author and consider what he/she had in mind when writing – purpose• Consistently make, then re-evaluate conclusions about characters, settings, events, and so on• Interpret dialect• Interpret dialect, slang and jargon• Examine the ways in | <ul style="list-style-type: none">• To use scaffolds such as SparkNotes or No Fear Shakespeare to help aid comprehension• To re-read to determine what the author is really saying• To use a dictionary independently• To seek out resources and/or help independently in order to self-advocate |



information

- Stop and ask themselves what they already know about the subject (prior knowledge)
- Create mental images and ask themselves, what is happening here?-
- Keeping track of which character is speaking when it's not clear
- Draw pictures to help determine meaning
- When reading long chapters, finding appropriate places to stop between chapters
- Tracking characters using a character list
- Distinguishing between Proper Nouns and nouns to aid comprehension
- Use the glossary to locate and retrieve information from a text

difficult vocabulary

- Analyze why the author uses figurative language
- Question and describe and author's technique or purpose (sentences or sections within a paragraph or larger work)

which the book changes based on new ideas discovered

- Students should be able to plan for a long-term (2-3 week) reading or project independently (use a calendar, to-do list, goals, etc.)
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b. Questioning

We Believe

1. To be a critical reader, you need to question yourself, the author, the characters, the plot, etc.
2. Questioning is not just an introductory skill.
3. Questioning literature is a launch into investigating greater essential questions.

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|---|---|---|
| <ul style="list-style-type: none">• Ask meaningful questions to get involved with the book• Monitor their own questions as they read to see if they can locate an answer• Ask questions by making and supporting their predictions• Ask questions through the lens/ perspective of a | <ul style="list-style-type: none">• Pose critical response questions of an author• Listen and take notes on others' questions to deepen their own understanding• Asks questions in a sophisticated manner, using grade- appropriate and technical vocabulary• Questions are all directly <u>relevant to the text</u> | <ul style="list-style-type: none">• Generate questions that involve the world, the text and/or the author.• Turn questions into thesis statements for literary essays• Question your personal emotional response and the response of others while reading certain scenes/ | <ul style="list-style-type: none">• Question themselves as a reader (ie what am I bringing to the table?)• Question with the lens of rhetorical criticism• Question within Feminist Criticism• Question within Cultural Response Theory• Question why males/ females are aren't powerful in your book |



character in a text
(students put themselves
in their character's
shoes)

- Identify and ask clarifying questions
- Distinguish between clarifying questions and other types of questions

sections of text

- With proper teacher support/ scaffolding, question power dynamics in texts (character analysis)
- Question whether or not personal bias is affecting like or dislike of the book
- Determine what the author is saying about biased statements

- Analyze biased statements
 - Question traditional gender roles
 - Question author's intention about making certain characters weak
 - Question whether or not author would agree about whether or not your character is a hero
-

C. Marking Up the Text

We Believe

1. Students must be able to mark up the text independently as they prepare for high school discussions and lectures.
2. Students must be held accountable to marking up the text.
 3. As students develop, they are to use text mark-up as a springboard for various forms of discussion and higher-level analysis
 4. Students must realize and select different ways/methods of texts mark-up for different purposes (assessment, information/ non-fiction texts/ textbooks, novels/ fiction, etc.)



| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|--|--|--|
| <ul style="list-style-type: none"> • Use stickies or a response to literature journal for all strategies • Students will mark-up text using the following (or similar) symbols ?: question ?: clarifying question T-S: text to self connection T-W: text to world connection T-T: text to text connection Light bulb: important info WW: main idea (who and what) Shoe: putting yourself in the author's shoe Flower: figurative language • Paraphrase a text at clear end points (end of page, section, chapter, etc.) • Paraphrasing nonfiction research • Students will learn and practice a step-by-step method for analyzing | <ul style="list-style-type: none"> • Create double entry journals • Mark up on text for short stories (a synthesis of all strategies, but without sticky notes- more 'college style' literature note taking) • To track guiding questions that the teacher gives by annotating and underlining • To identify the main idea of excerpts within the margin • Students will be able to clearly state main idea in retell format • • Paraphrase a text in meaningful chunks (ongoing mini-summaries) to aid comprehension, not only at clear end points (end of page, section, chapter, etc.) • Brings outside knowledge (T-W and T-T) to the text | <ul style="list-style-type: none"> • Track concepts, themes and quotes in notebook • Add commentary for quotes • Keep track of discussion questions | <ul style="list-style-type: none"> • Track rhetorical criticism, cultural response theory, feminist criticism, how literary devices effect plot, biographical and historical analysis |

poetry (such as the “three step” method): find main idea, illustrate each line, determine the theme


- including literature, history or other texts
- To determine the meaning of unknown words within the margin
- Looks at word parts to determine the meaning of unknown words

d. Make connections

We Believe

1. Connecting to the text is the foundation and launching pad for critical thinking.
2. Students must connect back to the text in order to justify their connections and thinking.

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--|--|---|
| <ul style="list-style-type: none"> • Create Text to Self, Text to Text • With proper teacher questioning/ support, students should begin making Text to World connection when given proper supplemental | <ul style="list-style-type: none"> • Makes strong connections within the text itself (one page/ section/ idea/ etc. to another) • Find connections to their texts through retelling and rethinking interesting parts | <p>Students should begin making Text-to-World connections organically, at times with teacher questioning/ scaffolding</p> <p>How connections relate to rhetorical criticism:</p> <ul style="list-style-type: none"> ▪ Identify, analyze | <ul style="list-style-type: none"> • All students should be able to independently connect the text they are reading with other world events and issues • Brings outside knowledge to the text including literature, |

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- reading to aid prior knowledge
- Differentiate between silly and meaningful (“deeper”) connections (ie- I have a dog, too.)
 - Identify positive and negative character traits and make personal connections to traits
 - Explain emotional connections to a text. (students may feel happy, excited, sad, angry, confused, etc. as they read).

- of a story.
- Use personal connections to stretch out their ideas about a story
 - Connect the details of the text to the details of their lives.
 - Connect to each others' ideas when discussing books
 - Create more meaningful ideas by asking themselves "So What?" when they connect to a text.
 - Talk at length about their connections, even if it means going beyond their text.
 - Make more of their connections by asking themselves, "What's the that?" that I'm feeling about my story?
 - Make connections in the unlikeliest of places
 - Let characters help us think about our own relationships
 - Let characters remind them of people they know

- and evaluate the historical and biographical influences of the text
- Identify, analyze and evaluate what the author trying to say about the world
 - Evaluate and analyze how history affects literary elements in the texts
 - Identify, analyze and evaluate how themes, paradoxes and literary concepts resonate with ourselves, other texts and the world.
 - Examine significance of events in the novel that seem on the surface to be insignificant and analyze why the author chose to include those


- history or other texts
- Makes strong connections between texts presented
 - Analyze personal connects that the author intended for us to make
 - Examine themes and conflicts you are dealing with as you become and adult and determine what frustrates you about those conflicts
 - Determine the significance of a first person point of view story and how the connections it allows you to make between the character and reader
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- Create personal connections to traits events
 - Identify how cause and effect events connect characters to each other in unusual and unexpected ways
 - Compare and contrast social power dynamics in novel and analyze how it connects to our own lives
 - Research and share real word examples of major themes in novels

e. Make predictions

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|--|----------------------|---|
| <ul style="list-style-type: none">• Make and revisit predictions• Distinguish between 'crazy' predictions and thoughtful predictions• Use basic plot structure | <ul style="list-style-type: none">• Identify foreshadowing, and use foreshadowing to make predictions• Bring in outside (world) knowledge to help make predictions about events | | <ul style="list-style-type: none">▪ Using knowledge of plot elements, to predict and question author intentions |



to generate predictions
(rising action, climax,
falling action, resolution)

- Use the cover of a book
to make predictions

or plot

- Evaluate peers
predictions using textual
clues, logic, and life
experience
 - Use knowledge of genre
or other books written by
the same writer to make
predictions
-



3. Text Features and Graphic Organizers

a. Parts of a book


| All Grades |
|--|
| <ul style="list-style-type: none">• title• title page• table of contents• heading• subheading• bold, italic, and underline• index• glossary |

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--------------------|----------------------|----------------------|
| <ul style="list-style-type: none">• Identify and use parts of the book• Identify the purpose for parts of the book• Distinguish between parts of a book• Determine importance using parts of the book• | | | |

b. Illustrations, diagrams, captions, maps



| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--------------------|----------------------|--|
| <ul style="list-style-type: none">• Interpret illustrations, diagrams, captions and maps (all subjects) | | | <ul style="list-style-type: none">• Interpret political cartoons |



4. Speaking and Listening

a. Phonics, Decoding, and Fluency

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--|---|----------------------|
| <ul style="list-style-type: none">• Pause at punctuation when reading aloud for meaning and expression.• Read with expression.• Add expression to fit the mood/ feel of different character roles in a given text• Read at a moderate rate• Adjust their fluency if they make a mistake (stop if they made a mistake, find a word within a word, look at how the word begins, look at how the word ends)• With their expression convey the mood of the moment in the story.• ⁱⁱKnow and apply grade-level phonics and word analysis skills in decoding words.• Read with sufficient accuracy and fluency to | <ul style="list-style-type: none">• Elaborate upon what others have said by sharing examples, textual evidence, etc.• Call on, or yield to, those who have not yet spoken• Make eye contact• Do not use colloquial language | <ul style="list-style-type: none">•• Identify and interpret elements of a play including stage directions• Read dialect, dialogue and jargon out loud | |




support comprehension.

- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
-


b. Discussion

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|--|---|--|
| <ul style="list-style-type: none">• Come prepared for classroom discussions by doing assigned homework, reading (with notes, marginalia, commentary), etc. | <ul style="list-style-type: none">• Students should be able to lead and engage in discussion by waiting their turn, calling on teammates, and staying on topic | <ul style="list-style-type: none">• Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner• Use appropriate and | <ul style="list-style-type: none">• Students will participate in organic group discussion without raising hands (“college-level discussion”)• Students read and |

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- | | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> • Are courteous to other students • Pause and think before speaking • Use accountable talk language to show that they are listening • Build on what others are saying by giving their own opinion • Use fixed examples from the text to back up thinking or opinion • Spoke clearly and stayed on topic • Record their thinking for a good discussion • Display good turn-taking behaviors • Connect to each other's ideas using accountable talk • Have a discussion rather than make a statement • Seek to understand and communicate with individuals from different perspectives and cultural backgrounds • Summarize a text read aloud or presented in | <ul style="list-style-type: none"> • Be an active listener • Be mindful of how often and how long you speak • Organize your thoughts; take notes and place questions or ideas for future discussion in the "parking lot" • Students can articulate the purpose and structure of Book clubs • Collect meaningful ideas as they read independently to share in book clubs (connected to discussion topic/ questions, or self-generated) • Evaluate and judge which ideas from their independent reading books are the most interesting for group discussion. • Identify which qualities (eye contact, participation, voice level, etc.) make a successful book club meeting. • Evaluate themselves and peers for behavior and | <p>precise vocabulary to convey ideas effectively</p> <ul style="list-style-type: none"> • Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions • Participate actively and productively in group discussions • Contribute to group discussions by offering comments to clarify ideas and information • Connect, compare, and contrast ideas and information • Ask questions to clarify information • In groups, students determine how they will set up their reading notes; good reading teams establish reading goals for their novel. • Select questions that they want to analyze as they read a novel; subsequently, good readers identify one prevalent literature | <p>annotate text before discussion</p> <ul style="list-style-type: none"> • In groups, students spend time deconstructing the text for meaning and to make inferences/arguments. • Make sure to spend ample time before discussion clarifying the meaning and purpose of texts, especially if they are challenging (prepare for an evaluation of motives). Ideally, discussion is an evaluation of the ideas in a text and students must have understanding of key ideas in the text • Unprepared students may not participate in discussion • Students are able to reflect on and evaluate their performance as individuals and group • Acknowledge new information expressed |
|--|---|--|---|
-



| | | | |
|--|---|--|--|
| <p>different media formats (visually, quantitatively, orally)</p> <ul style="list-style-type: none">• Present a unique point of view, while listening to the perspective of others | <p>academic rigor after their book club meetings.</p> <ul style="list-style-type: none">• Generate ideas for book club discussions by writing down reactions to certain moments in their books, especially humorous, sad, exciting, confusing, or favorite moments.• Re-read the parts of the their books that they reacted most strongly to, particularly humorous, sad, exciting, confusing or favorite moments. After rereading, students refine/ develop their ideas.• After discussion, students rethink and evaluate their original ideas for accuracy and/or clarity• Good readers evaluate their growth and their teammates growth across an entire text.• Review key ideas expressed and demonstrate understanding of multiple | <p>concept based on that question to track in their novel.</p> <ul style="list-style-type: none">• In groups, students analyze a given question, and they establish multiple decisions to consider.• Through book club discussion, students develop and record multiple perspectives to an essential question.• After the alternatives to their question have been established, students compare and contrast those alternatives based on criteria established by the group.• Students use a variety of resources to answer questions, such as data, a comparison of alternatives, etc. \• \ <p>Whole Class</p> <ul style="list-style-type: none">• Identify prevalent themes in literature• Develop multiple | <p>by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <ul style="list-style-type: none">• Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas |
|--|---|--|--|




perspectives through
reflection and
paraphrasing

- perspectives
- Analyze character relationships
 - Identify and question and author's agenda
 - Question for clarity
 - Identify and discuss symbolism
 - Make connections to bigger world themes
 - Connect themes across literature
 - Discuss historical implications
 - Discuss how history influences plot and other literary elements
 - Acknowledge new information expressed by others and, when warranted, modify their own views
 - Pose questions that elicit elaboration and respond to others' questions and comments and bring the discussion back on topic
-



c. Presentation

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|--|--|
| <ul style="list-style-type: none">• Read loudly and clearly for their audience.(including considering tone, gestures, intonation, and eye contact)• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.• Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and</p> | <ul style="list-style-type: none">• 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.• Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | <ul style="list-style-type: none">• Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations• Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations• Prepare and give presentations on informational topics• Present information to address audience needs• Present examples, definitions, and direct references to the text in support of ideas• Prepare and give presentations on | <ul style="list-style-type: none">• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |



situation.

informational topics

- Present information to address audience needs
 - Present examples, definitions, and direct references to the text in support of ideas
 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated
-




or appropriate.

5. Elements of Fiction

a. Character

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|---|---|
| <ul style="list-style-type: none">• Take a walk in your character's shoes• Track a character over time and monitor a character's growth and change• Distinguish between inside and outside character traits• Use stickies or textual notes (underlining) whenever a key character is described• Recognize the physical appearance of characters as described in stories.• Recognize the | <ul style="list-style-type: none">• Analyze dialogue and dialect<ul style="list-style-type: none">• Protagonist vs. antagonist• Static vs. dynamic• Make judgments about characters• Determine character motivations• Determine how motivations contribute to character change• Analyze if a character is a hero• Consider character's personalities, motivations, and internal | <ul style="list-style-type: none">• Identify and analyze character's point of view• Analyze supporting characters and how they influence the development of the main character• Greater significance of characters to plot, symbolism, themes• Infer what additional info the author would have provided if the point of view would have been third person | <ul style="list-style-type: none">• Identify author's bias and how it shapes characters• Examine group dynamics and influences they have on society• Examine why he author chose to reveal certain group dynamics• Determine the message the author is conveying through the use of different characters |



personalities of characters as described in stories.

- Write or list character “timelines” that chronicle key events for characters in a novel
 - Track how a key character reacts to situations, and how he/she interacts with others.
 - Identify the personality traits of a character as shown by their actions, words or thoughts
 - Notice and track what problems their characters face and how they react or respond to that problem.
 - Identify outside circumstances/factors that affect a character’s personality traits.
-


conflicts to think about the big themes hiding in their books.

and not first person

- Infer why author chose to tell the story from the point of view s/he chose
- Analyze how it would be different if told in a different point of view
- Determine what a character symbolizes
- Analyze the significance of conflicts between characters

b. Plot and Sequence

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|---|--|
| <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <ul style="list-style-type: none"> Sequence textual events with support (guiding questions, whole- class reading) Pay attention to verb tenses to say when events happened Pay attention to sequence words to say when events happened Retell the events of a story in chronological order | <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <ul style="list-style-type: none"> Identify and describe internal vs. external conflict Identify and describe an vs. nature, man vs. man, man vs. society, man vs. God, man vs. self, man vs. community In addition to 5th grade plot elements, 6th graders should be able to define and | <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <ul style="list-style-type: none"> Sequence key textual events independently Identify the elements of plot- classic, Bildungsroman Identify causal relationships within plot and analyze how the events explain past or present action(s). Evaluate the importance of climax and resolutions and | <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <ul style="list-style-type: none"> Sequence and prioritize key textual events independently |


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- Include in retellings events that are implied as well as stated
 - Place events on a timeline
 - Understand and define the term “flashback”
 - Identify and define climax, resolution, conflict, rising action, falling action

identify “denouement”

how they can change a reader’s interpretations.

(justifiable interpretations)


- Identify the different points of view (first and third person, limited and omniscient, subjective and objective) in narrative text.
 - Explain how the different points of view affect the overall theme of a work.
 - Describe different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.
 - Identify and describes the setting (e.g.,
-



environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

c. Theme

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--|--|---|
| Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 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; provide an objective summary of the text. |
| <ul style="list-style-type: none"> Through teacher questioning and graphic organizers, students will track central concepts and themes while reading | <ul style="list-style-type: none"> Identify and name themes as they read. Determine the “subliminal | <ul style="list-style-type: none"> Develop theories about the writer’s values and beliefs. <u>Use</u> the text to defend | <ul style="list-style-type: none"> Interpret characters, plot setting, theme and dialogue, using evidence from the text |




message” about a theme; what does the author want the reader to think about a given idea or lesson?


- With teacher support, identify and describe that authors want them to think about a theme in a certain way
- Consider different perspectives on the same theme as they read.
- Pay attention to the details of the text in order to develop thinking about big themes across a book.
- Pay attention to characters’ actions, thoughts and words to figure out how a text positions us to think about a particular theme.
- Pay attention to the writer’s choice of words when describing or explaining a situation in order to figure out how a text positions us to think about a particular theme.

their theories about the author’s beliefs and values.

- Once themes have been identified, evaluate what the author is saying about each of the themes.
- Try out different interpretations of a given theme, not just the first one that comes to mind.
- Evaluate when students bring their own identities and beliefs (past experiences, prior knowledge) into their interpretations, and identify when they are connecting in this way.
- Try out different ideas and identify the most justifiable interpretation.
- Suspend judgment until all information has been presented

- Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text
 - Evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in texts: for example,
 1. Identify conflicting information
 2. Consider the background and qualifications of the writer
 3. Question the writer’s assumptions, beliefs, intentions and biases
 4. Evaluate examples, details, or reasons used to support ideas
-

- 
-
- Consider character's personalities, motivations, and internal conflicts to think about the big themes in books.
 - Identify and describe symbols in the text to think about the big ideas hiding in their stories.
 - Identify and describe time and place in stories to think about the big ideas hiding in their stories.
 - Develop an interpretation across a text using multiple textual examples/ instances
 - Read on after making a textual assessment to re-assess developing ideas to make sense across the text.
- 5. Identify fallacies of logic that lead to unsupported conclusions
 - Discriminate between apparent messages and hidden agendas
 - Identify propaganda and evaluate its effectiveness
 - Identify techniques the author uses to persuade (eg emotional and ethical appeals)
 - Judge a text using evaluative criteria from a variety of perspectives
 - Suspend judgment until all information has been presented
-



6. Synthesis and Inference

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|--|---|
| <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> |
| <ul style="list-style-type: none">• Students will be able to answer the following inferential/ synthesis questions about a given text:• What is most important about this story?• What does this story say about the world?• What does this story say about my life?• What is the point of this story for me?• Why was it written?• What is the story, all together, trying to tell me?• What is the moral of the | <ul style="list-style-type: none">• Make connections that become inferences about their story.• Ask questions to help think about what literal language really means.• Identify two basic types of inferences, figure it out inferences, and making more inferences. They make figure it out inferences to make sense of what's really happening in the story.• Use the literal words of the story to figure out more about the character.• Make inferences to figure | <ul style="list-style-type: none">• Identify big themes that rise out of texts.• Once themes have been identified, evaluate what the author is saying about each of the themes.• Pick the one that you find the most interesting and the one that might make you imagine something new and ask yourself, "How does the text position me to think about this theme?"• Try out different interpretations, not just the first one that comes | <ul style="list-style-type: none">• Interpret characters, plot setting, theme and dialogue, using evidence from the text• Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback and foreshadowing, convey the author's message or intent• Compare motives of characters, causes of events, and importance of setting in literature to |



story?

- How would I change myself if I took this story seriously?
- Does it matter if people read this story or not?
- How does each part of the story fit into the larger telling of the message?
- What does the author want us to realize?
- Does my interpretation of the text account for all of its parts?
- Connect elements of fiction (character, setting, conflict, sequence of events, resolution and theme) and nonfiction (description, chronological order, cause and effect). They use their knowledge of these elements to make decisions about the overall meaning of a passage, chapter, or book
- Assimilate new information into synthesis while reading

out who's in the story, where they are, and what's really going on.

- Make inferences about what their characters are really doing, saying, and thinking.
- Make inferences about their books by recognizing shifts in time and place.
- Consider how and why time and place are moving the way they are in their books.
- Use the text to defend their theories about the author's beliefs and values.
- Use awareness of text elements and patterns to predict and understand overall meaning
- demonstrate that their books want them to think about an theme in a certain way, and they must fit their book into the "theme world."
- Consider different perspectives on the same

to mind.

- Evaluate when they are bring their own identities and beliefs into their interpretations, and identify when they are connecting in this way.
- Try out different ideas and identify the most justifiable interpretation.
- Use language that helps like, "I agree/disagree with the idea that . . ." or "I see it slightly differently" or "I wonder how the part about . . . fits in" or "Maybe there's a more imaginative way to think about it."
- Students should be able to analyze and answer the following "critical thinking" questions:
 - What might the writer believe in order to have written the text this way?
 - What values or

people, events and places in our own lives

- Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text
 - Evaluate the validity and accuracy of information, ideas, themes, opinions and experiences in texts: for example,
 - Identify conflicting information
 - Consider the background and qualifications of the writer
 - Question the writer's assumptions, beliefs, intentions and biases
 - Evaluate examples, details, or reasons used to support ideas
 - Identify fallacies of logic that lead to
-



- Use synthesis to share, recommend and critically review books they have read
-
- Use all comprehension strategies together to better synthesize

Moving Beyond a Literal Understanding

- Define common types of figurative language (metaphor, simile, onomatopoeia, hyperbole, etc.)
- Identify figurative language
-

Interpreting a text from the ending

- Reread and discuss critical, emotional places in the text in light of the whole text.
- Think about, "What is this whole book saying?" One way to think about this is to ask, "What single section best

theme as they read.

- Pay attention to the details of the text in order to develop thinking about big themes across a book.
- Pay attention to characters' actions, thoughts and words to figure out how a text positions us to think about a particular theme.
- Pay attention to the writer's choice of words when describing or explaining a situation in order to figure out how a text positions us to think about a particular theme.
- Make more of the symbols in the text to think about the big ideas hiding in their stories.
- Make more of the time and place in their stories to think about the big ideas hiding in their stories.
- Develop an interpretation across a text.
- Be aware that sometimes


assumptions

underlie this text?

- How does this text compare with others that explore the same theme?
- Who benefits from this thinking? Who doesn't?
- Whose voices are missing from this text and how does that affect the telling?
- What could account for this idea? Where did it come from?
- What are the implications of this thinking? What are the outcomes?
- What are some alternatives to this thinking?
- Don't just use examples from the text to support their argument, they explore those examples to develop new ideas.

unsupported conclusions

- Discriminate between apparent messages and hidden agendas
- Identify propaganda and evaluate its effectiveness
- Identify techniques the author uses to persuade (eg emotional and ethical appeals)
- Identify cultural and ethnic values and their impact on content
- Judge a text using evaluative criteria from a variety of perspectives
- Suspend judgment until all information has been presented



captured the author's meaning?"

- How do the elements of the story each contribute to the message of the book? How does the end contribute? The beginning?
- Evaluate the way the author ended a text. When did you first suspect this might be the ending? Why- out of all possible endings- might the author have chosen this one?
-

we misinterpret the text without realizing it, and read on to make sure that they are developing ideas that make sense across the text.

- Identify the symbols and metaphors that support the overall messages of the book?
-

- Use specific examples to rethink their interpretations of the text.
 - Read other parts of the text to continue to refine their thinking about a particular theme.
 - Participate in groups and individually push inquiry to build content knowledge that will help them learn more about a particular theme.
 - Look out for contradictory beliefs.
 - Identify complexity of thought/ ideas and apply to discussion (complexity: the ability to hold in your mind two seemingly contradictory ideas and try to reconcile them)
-


7. Language

Grade 5

Grade 6 (spiral 5)

Grade 7 (spiral 5-6)

Grade 8 (spiral 5-7)



Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Define and identify :

- Simile
- Metaphor
- Personification
- Repetition
- Rhyme
- Stanza
- Imagery
- Foreshadowing
- Literal vs. Figurative

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.

Define and identify:

- Hyperbole/over statement
- Onomatopoeia
- Irony
- Descriptive language
- Alliteration
- Different Types of poems, such as free verse, haiku, limerick, concrete, sonnet, etc...
- Identify what is being symbolized in a poem and can interpret the meaning of that symbol.

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.

- Analyze how form relates to content in poetry with assonance, consonance, repetition and alliteration.
- Analyze how symbols connect to theme
- Analyze how form relates to content (form poetry)
- Contrast concrete poetry with rhyme patterns and free verse.

Identify:

- Alliteration
- Assonance
- Consonance
- Meter
- Symbol

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Identify:

- Motif
 - Allusion
 - Pun
 - Distinguish between verbal, situational, and dramatic irony
 - Proverbs
-

- Diction
- Rhyme patterns (ABAB)

8. Author's Purpose and Technique

a. Determine author's purpose

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|--|---|---|--|
| Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective. | Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures. | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other |




genres by authors who represent diverse world cultures.

- Determine author’s purpose as it relates to the entire work: to entertain, to persuade, to inform, to describe
- Identifying different types of writing craft: foreshadow, fig lang, repetition, dialect, dialogue
- Criticize the author by starting to recognize and analyze bias, stereotypes, generalizations, etc.
- “Begin to recognize and identify the affect certain techniques have on the reader
- Develop theories about the writer’s values and beliefs based upon the events in his life
- After identifying themes that rise out of texts, evaluate what the author is saying about each of the themes
- Identify and analyze how author’s bias/perspective affects readers, society, characters, etc
-

Identify rhetorical criticism and discuss the author’s purpose when writing the book and how it relates to history

10. Comparing Texts with Other Genres

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--------------------|----------------------|----------------------|
| Compare and contrast two or more characters, settings, or events in a story or drama, drawing | | | |



on specific details in the text (e.g., how characters interact).

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Compare and contrast the experience of reading a story, drama, or poem 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.

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.

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



10. Nonfiction Studies (Informational text)

a. Pre-reading Strategies/ skills

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--------------------|----------------------|----------------------|
| <ul style="list-style-type: none">• Preview the text to find out its content.• Skim to find out what a selection is generally about.• Determine and analyze the type of text.• Activate / build prior knowledge through use of K-W-L chart and/or anticipation guide• Set purpose for reading – asking oneself, “Why am I reading this material?” “What will I find out?”• Make predictions. | | | |

b. Research Strategies/ skills




| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|---|--|----------------------|
| Internet <ul style="list-style-type: none">Analyze and understand a given research question/ topic. What are the other key concepts in your question?With website guidelines/ suggestions, students will access information for a report | Internet <ul style="list-style-type: none">Self- select a topic and decide sub-topics for research and studyNavigate search engine using accurate and creative combinations of keywordsDifferentiate between credible and non-credible websitesDistinguish between .edu, .gov, .org, .com, etc. Print Resources <ul style="list-style-type: none">Access index to find information related to topicUsing various reading strategies (scan, piecemeal, cover-to-cover) according to needAccess images (pictures, photos, charts, graphs, etc.) to enhance understanding | <ul style="list-style-type: none">Navigate search engine using accurate and creative combinations of keywordsWhen choosing a project, utilize Bloom's TaxonomySeek and utilize information from at least 5 sources, both primary and secondaryIndependently use a public or university library to locate relevant sources | |



c. During- reading Strategies/ skills

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|--|---|--|
| <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <ul style="list-style-type: none">• Determine the important ideas from the minor details and “fun facts”• Use background knowledge to make sense of what students are reading.• Use the visual and access features of the text.• Visualize the content. (Whereas reading fiction is like watching a movie, | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <ul style="list-style-type: none">• Read an on-level textbook independently• Identify different types of nonfiction historical genres• Use background knowledge to make sense of what they are reading• Monitor comprehension and apply “fix it” strategies | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <ul style="list-style-type: none">• Access an above-level (high-school) textbook with the appropriate resources/ strategies |



reading nonfiction is like watching a newscast or a slideshow.)

- Ask themselves questions while reading.
 - Make notes in the margin to synthesize text
 - Predict and confirm answers to questions while reading
 - Monitor their comprehension and apply “fix up” strategies when necessary.
 - Determine the important ideas from the minor details and “fun facts”.
 - Make inferences.
 - Re-read for comprehension
 - Understand new words by deciding whether the word is important for understanding, looking for context clues, looking for familiar word parts, and (as a last resort) looking up the word in a dictionary or glossary.
 - Find the main idea of a selection.
-


when necessary

- Determine relevant from non-relevant information in a nonfiction text
- Find the main idea of a text
- Adjust reading rate according to their purpose for reading the material

- Talk back to the text and create a F-Q-R (Facts-Questions-Response) Chart

d. Post- reading Strategies/ skills

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
|---|---|--|--|
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 1. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, | 1. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through | 1. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., |



scientific, or technical text based on specific information in the text.

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8. Explain how an author uses reasons and evidence to support

examples or anecdotes).

4. 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.

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text,

events, or how individuals influence ideas or events).

4. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

5. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text,

through comparisons, analogies, or categories).

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8. Delineate and evaluate the argument and specific claims in a
-



particular points in a text, identifying which reasons and evidence support which point(s).

distinguishing claims that are supported by reasons and evidence from claims that are not.

assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

9. 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).

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

- Determine if they achieved their goals – “What did I learn?” What did I miss?”
- Make connections.
- Summarize the major

- Evaluate understanding of what they have read- “What Does this mean?”
- Document Analysis
- identify possible social



ideas.

- Evaluate understanding of what they have read – “What does this all mean?”

and historical implications


- infer the purpose of the document
- analyze document to the point of looking at multiple perspectives of even a word or phrase
- use discussion to enhance multiple perspectives
- identify possible bias and analyze implications
- demonstrate an understanding of the historical implications of the document

Metaphorical Thinking

- when lacking prior knowledge, students create metaphors between that which they know and that which they don't know

Categorizing:

- develop possible categories for information
 - sift and sort
-



information into those
categories

- change categories

re-sift and sort information



Appendix A: Direct references from Common Core standards—CCR, additions to KIPP NYC 5-8 alignment

ⁱ From CCR reading standard 10—“Range, Quality, and Complexity of Student Reading 6-12, p. 98) :

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|--|---|--|
| Stories | Drama | Poetry | Literary Nonfiction |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |

^{ii ii} From CCR reading standards: Foundational skills (K-5) --“Phonics and Word Recognition, Fluency,” Grade 5, p. 32 :

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.


b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



iii From CCR “Speaking and Listening Standards,” Grade 5 (p. 43-44) and Grades 6-8 (p. 86-87) :

| Grade 5 students | Grade 6 students | Grade 7 students | Grade 8 students |
|---------------------------------|------------------|------------------|------------------|
| Comprehension and Collaboration | | | |

- 
-
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| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and</p> | <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or</p> |
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| 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively | 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively | 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |
| 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |


Presentation of
Knowledge and Ideas

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| <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> | <p>4. 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.</p> | <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> |
| <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> | <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> | <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> | <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> |
| <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)</p> |



From CCR “Reading Standards for Informational Text,” Grade 5 (p. 28-29) and Grades 6-8 (p. 67-68):

| Grade 5 | Grade 6 (spiral 5) | Grade 7 (spiral 5-6) | Grade 8 (spiral 5-7) |
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| Key Ideas and Details | | | |
| 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in 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). | 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |



Craft and Structure

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| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | 5. 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. | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

Integration of Knowledge and Ideas



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| 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
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| 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | 9. 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). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |
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Range of Reading and
Level of Text
Complexity

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| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | 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. 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. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |
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