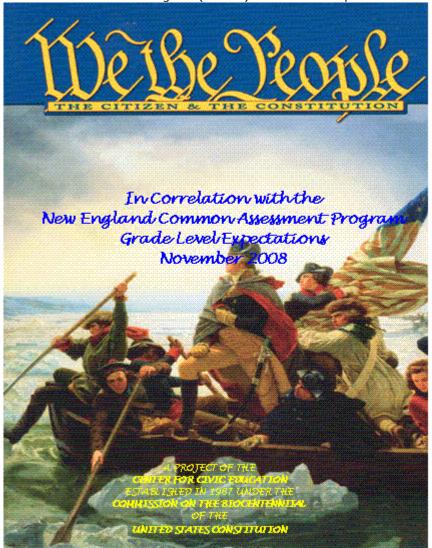
In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations



ALIGNMENT TO ELEMENTARY SCHOOL GLE OCTOBER 2008

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

The following Grade Level Expectations are addressed in every unit.

Reading Grade Level Expectations (Grades 5 & 6)

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

- **R-5-1.1** or **R-6-1.1** Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/ syllable division, and word patterns (including prefixes, and suffixes) (Local)
- R-5-1.2 Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)
- R-5-1.3 Reading grade-level appropriate words (in connected text) with automaticity (Local)
- **R-5-1.4** Reading grade-appropriate words (Local)

R-5-2 Students identify the meaning of unfamiliar vocabulary by...

- **R-5-2.1** Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)
- **R-6-2.1** Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State)

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

EXAMPLE: (of shades of meaning): tired,

- R-5-3.1 or R-6-3.1 Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) exhausted
- R-5-3.2 or R-6-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)

 EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text Based on the way "spring" is used in this passage would having a "spring" be necessary for survival? Explain how you know.

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

- **R–5–12.1** Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/ meaning, or other context cues) (Local)
- **R-6-12.1** Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues) (Local)

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

• R-5-13 or R-6-13 EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential)

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

- R-5-14.1or R-6-14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local)
- R-5-14.2 Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local)
- **R-6-14.2** Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local)
- R-5-14.3 or R-6-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre (Local)

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

- R-5-17.1 or R-6-17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local)
- **R-5-17.2 or R-6-17.2** Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)

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Writing Grade Level Expectations (Grades 5 & 6)

W-5-10 or W-6-10 Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (Local)

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

- W5-1.1 or W-6-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)
- W5-1.2 or W-6-1.2 Using the paragraph form: indenting, main idea, supporting details (Local)
- **W5-1.3 or W-6-1.3** Recognizing organizational structures **within** paragraphs (Local)

EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure

- W-6-1.4 Applying a format and text structure appropriate to the purpose of the writing (Local)
- W-5-1.5 or W-6-1.5 Subsumed in W-5-1.1 or W-6-1.1
- **W-5-1.6 or W-6-1.6** Applying directionality as appropriate to text (Local)

EXAMPLE: double-columned text

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

- **W-5-9.1** Identifying or <u>correcting</u> grammatical errors (Local)
- W-6-9.1 Applying rules of standard English usage to correct grammatical errors (Local)
 EXAMPLES: subject-verb agreement, irregular plurals, sentence fragments and run-on
- W-5-9.2 or W-6-9.2 Applying basic capitalization rules (Local)

EXAMPLES: commas, apostrophes, quotation marks

- W-5-9.3 or W-6-9.3 Subsumed in W-5-9.4 or W-6-9.4
- W-5-9.4 or W-6-9.4 Using punctuation to clarify meaning (Local)
- EXAMPLES: consonant doubling, consonant patterns, units of meaning common roots, base words, pre/suffixes
- W-5-9.5 or W-6-9.5 Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local)

EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Standards		
Unit One: What ba	Unit One: What basic ideas about government did the Founders have?			
Lesson 1	R-7 Demonstrate initial understanding of informational texts	W-2 In response to literary or informational text, students		
What were the British colonies in America like in the 1700s?	(expository and practical texts) by R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State) R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by R-5-15.1 Identifying potential sources of information from those provided (Local) R-5-15.1 or R-6-15.1 Identifying potential sources of information (Local) R-5-15.3 or 6-15.3 Gathering, organizing, and interpreting the information (Local)	show understanding of plot/ideas/concepts by Page 12 W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local) W-3 In response to literary or informational text, students make and support analytical judgments about text by W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local) W-6-3.1 Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local) W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text or citations to support focus (Local) W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local) OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)		

		OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
Lesson 2	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by
Why did the Founders believe that people needed a government?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State) R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by R-5-15.1 Identifying potential sources of information from those provided (Local) R-5-15.1 or R-6-15.2 Evaluating information presented, in terms of relevance (Local) R-5-15.3 or 6-15.3 Gathering, organizing, and interpreting the information (Local)	W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local) W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local) W-3 In response to literary or informational text, students make and support analytical judgments about text by W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local W-6-3.1 Stating and maintaining a focus (purpose), a firm independent, or point of view when responding to a given question (Local) W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text or citations to support focus (Local) W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local) OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations W-6-6 In informational writing, students organize ideas/concepts by ... Lesson 3 R-7 Demonstrate initial understanding of informational texts **W-6-6.1** Using an organizational text structure appropriate to (expository and practical texts) by... focus/controlling idea (Local) What is a **R-5-7.1 or R-6-7.1** Obtaining information from text features EXAMPLES (of text structures): description, sequential, chronology, republican (e.g., table of contents, glossary, index, transition words/phrases, proposition/support, compare/contrast bold or italicized text, headings, subheadings, graphic organizers, qovernment? **W-6-6.2** Selecting appropriate information to set context, which may charts, graphs, or illustrations) (State) include a lead/hook (Local) **R-5-7.2 or R-6-7.2** Using information from the text to answer EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, questions related to main/central ideas or key details (State) moving from the general to the specific, quotation R-5-7.3 or R-6-7.3 Organizing information to show understanding **W-6-6.3** Using transition words or phrases appropriate to (e.g., representing main/central ideas or details within text through organizational text structure (Local) charting, mapping, paraphrasing, summarizing, or W-6-7 In informational writing, students effectively convey comparing/contrasting) (State) purpose by... **R-5-7.4 or R-6-7.4** Generating questions before, during, and after **W-6-7.1** Establishing a topic (Local) reading to enhance understanding and recall; expand understanding **W-6-7.2** Stating and maintaining a focus/controlling idea on a topic and/or gain new information (Local) (Local) R-8 Analyze and interpret informational text, citing evidence W-6-8 In informational writing, students demonstrate use of a as appropriate by... range of elaboration strategies by ... **R-5-8.3 or R-6-8.3** Drawing inferences about text, including **W-6-8.1** Including facts and details relevant to focus/controlling author's purpose (e.g., to inform, explain, entertain, persuade) or idea, and excluding extraneous information (Local) message: or forming and supporting opinions/judgments and **W-6-8.2** Including sufficient details or facts for appropriate depth of assertions about central ideas that are relevant (State) information: naming, describing, explaining, comparing, use of visual images (Local) **W-6-8.3** Addressing readers' concerns (including counterarguments - in persuasive writing; addressing potential problems - in procedures; providing context - in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by... **OC-5-1.1 or OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) **OC-5-1.2 or OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local) **OC-5-1.4 or OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5** or **OC-6-1.5** Reaching consensus to solve a problem. make a decision, or achieve a goal (Local) OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) **OC-5-2.2 or OC-6-2.2** Using verbal and nonverbal choices to convey consistent focus (Local) **OC-5-2.3 or OC-6-2.3** Telling stories, giving information using

TH COHEIGHON WI	th the New England Common Assessment Program (NECAP) Grad	e Level Expectations
Lesson 3 CONTD.		details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 4	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	When responses are written W-6-6 In informational writing, students organize
What is a constitutional government?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	ideas/concepts by W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-7 In informational writing, students effectively convey purpose by W-6-7.1 Establishing a topic (Local) W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations make a decision, or achieve a goal (Local) OC-2 In oral communication, students make oral presentations **OC-5-2.1** or **OC-6-2.1** Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) Lesson 4 CONTD. OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts **OC-5-2.4** Providing effective and appropriate feedback to audience and small groups (Local) **OC-6-2.4** Effectively responding to audience questions and feedback (Local) **OC-5-2.5** Using a variety of strategies to engage audience (e.g., eve contact, voice tone, and gestures) (Local) **OC-6-2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local) W-6-6 In informational writing, students organize ideas/concepts by ... Lesson 5 R-7 Demonstrate initial understanding of informational texts **W-6-6.1** Using an organizational text structure appropriate to (expository and practical texts) by... focus/controlling idea (Local) What ideas did the **R-5-7.1 or R-6-7.1** Obtaining information from text features EXAMPLES (of text structures): description, sequential, chronology, Founders use in the (e.g., table of contents, glossary, index, transition words/phrases, proposition/support, compare/contrast bold or italicized text, headings, subheadings, graphic organizers, Declaration of **W-6-6.2** Selecting appropriate information to set context, which may charts, graphs, or illustrations) (State) Independence? include a lead/hook (Local) **R-5-7.2 or R-6-7.2** Using information from the text to answer EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, questions related to main/central ideas or key details (State) moving from the general to the specific, quotation R-5-7.3 or R-6-7.3 Organizing information to show understanding **W-6-6.3** Using transition words or phrases appropriate to (e.g., representing main/central ideas or details within text through organizational text structure (Local) charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) W-7 In informational writing, students effectively convey **R-5-7.4** or **R-6-7.4** Generating questions before, during, and after purpose by... reading to enhance understanding and recall; expand understanding **W-6-7.1** Establishing a topic (Local) and/or gain new information (Local) **W-6-7.2** Stating and maintaining a focus/controlling idea on a topic (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by... W-6-8 In informational writing, students demonstrate use of a **R-5-8.3 or R-6-8.3** Drawing inferences about text, including range of elaboration strategies by ... author's purpose (e.g., to inform, explain, entertain, persuade) or **W-6-8.1** Including facts and details relevant to focus/controlling message; or forming and supporting opinions/judgments and idea, and excluding extraneous information (Local) assertions about central ideas that are relevant (State) **W-6-8.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) **W-6-8.3** Addressing readers' concerns (including counterarguments - in persuasive writing; addressing potential problems - in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by...

In correlation wit	th the New England Common Assessment Program (NECAP) Grade	e Level Expectations
Lesson 5 CONTD.		OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
		OC-2 In oral communication, students make oral presentations by OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 6	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-6 In informational writing, students organize ideas/concepts by
What were the first state governments like?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)	 W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)
	 R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-8 Analyze and interpret informational text, citing evidence 	W-7 In informational writing, students effectively convey purpose by W-6-7.1 Establishing a topic (Local) W-6-7.2 Stating and maintaining a focus/controlling idea on a topic
	as appropriate by	(Local) W-6-8 In informational writing, students demonstrate use of a
	R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and	range of elaboration strategies by W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations assertions about central ideas that are relevant (State) W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) **W-6-8.3** Addressing readers' concerns (including counterarguments - in persuasive writing; addressing potential problems - in procedures; providing context – in reports) (Local) Lesson 6 CONTD. OC-1 In oral communication, students demonstrate interactive listening by... **OC-5-1.1 or OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) **OC-5-1.2 or OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5 or OC-6-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Grade Level Expectations
Unit Two: How did to	the Founders write our Constitution?	
Lesson 7	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure
What was the first national government like?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State)	W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)
	R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and	W-8 In informational writing, students demonstrate use of a range of elaboration strategies by
	R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by page 62 R-5-15.1 Identifying potential sources of information from those provided (Local) R-5-15.1 or R-6-15.1 Identifying potential sources of information (Local) R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of relevance (Local) R-6-15.3 Gathering, organizing, and interpreting the information (Local) R-5-15.4 or R-6-15.4 Using evidence to support conclusions	W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by
	(Local)	W-5-2.1 or W-6-2.1 Selecting appropriate information to set

	Assessment Program (NECAP) Grade Level Expectations context/background (Local)
	W-5-2.2 or W-6-2.2 Summarizing key ideas (Local
	W-5-2.3 or W-6-2.3 Connecting what has been read
	(plot/ideas/concepts) to prior knowledge or other texts, by referring to
	relevant ideas (Local)
occon 7 contd	W−3 In response to literary or informational text, students make and support analytical judgments about text by
esson 7 contd.	W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local
	W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment or point of view</u> when responding to a given question (Local)
	W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local)
	W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them
	(Local)
	EXAMPLE: Identifying theme and then making links between
	content/events and theme
	W-5-3.3 Using specific details and references to text <u>or citations</u> to
	support focus (Local)
	W-6-3.3 Using specific details and references to text <u>or relevant</u>
	<u>citations to support focus or judgment</u> (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition
	words/phrases and writing
	OC-1 In oral communication, students demonstrate interactive
	listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform
	specific tasks, to answer questions, or to solve problems (Local)
	OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, o
	contributing to information presented (Local)
	OC-5-1.4 or OC-6-1.4 Participating in large and small group
	discussions showing respect for a range of individual ideas (Local)
	OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
	OC-2 In oral communication, students make oral presentation
	by
	OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical
	organization and language use in interpersonal, small group and publi exchanges (e.g., discussions, interviews) (Local)
	OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to
	convey consistent focus (Local)
	OC-5-2.3 or OC-6-2.3 Telling stories, giving information using
	details /elaboration and providing a coherent conclusion (Local)
	EXAMPLE: using books, pictures displays, graphics, or artifacts
	OC-5-2.4 Providing effective and appropriate feedback to audience
	and small groups (Local)
	OC-6-2.4 Effectively responding to audience questions and feedback

III COITEIAUUII	with the New England Common Assessment Program (NECAP) Grad	(Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 7 CONTD.		W-4 In written narratives, students organize and relate a story line/plot/series of events by W-5-4.1 or W-6-4.1 Creating a clear and coherent (logically consistent) story line (Local) W-5-4.2 Establishing context (setting or background information), problem/conflict/challenge, and resolution (Local) W-6-4.2 Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient) (Local) W-6-4.3 or W-6-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning (Local)
		W-5 Students demonstrate use of narrative strategies by W-5-5.1 Using relevant and descriptive details to advance the plot/story line (Local) W-6-5.1 Using relevant and descriptive details and sensory language to advance the plot/story line (Local) W-5-5.2 or W-6-5.2 Using dialogue to advance plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine. W-5-5.3 Developing characters through description (Local) W-6-5.3 Developing characters through description, dialogue, and actions (Local)
Lesson 8 How was the Philadelphia Convention organized?	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.1 or R-6-8.1 Connecting information within a text or across	W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations		
In correlation w	Ittn the New England Common Assessment Program (NECAP) Grad	
	R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions	W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)
	or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or	W-8 In informational writing, students demonstrate use of a range of elaboration strategies by
Lesson 8 CONTD.	message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)
		OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
		OC-2 In oral communication, students make oral presentations by OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations When responses are written W-6 In informational writing, students organize Lesson 9 R-7 Demonstrate initial understanding of informational texts ideas/concepts by ... (expository and practical texts) by... W-5-6.1 or W-6-6.1 Using an organizational text structure How many **R-5-7.1 or R-6-7.1** Obtaining information from text features appropriate to focus/controlling idea (Local) (e.g., table of contents, glossary, index, transition words/phrases, bold representatives EXAMPLES (of text structures): description, sequential, chronology, or italicized text, headings, subheadings, graphic organizers, charts, should each state proposition/support, compare/contrast graphs, or illustrations) (State) have in Congress? **W-5-6.2** Selecting appropriate information to set the context (Local) **R-5-7.2 or R-6-7.2** Using information from the text to answer **W-6-6.2** Selecting appropriate information to set context, which may questions related to main/central ideas or key details (State) include a lead/hook (Local) R-5-7.3 or R-6-7.3 Organizing information to show understanding EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, (e.g., representing main/central ideas or details within text through moving from the general to the specific, quotation charting, mapping, paraphrasing, summarizing, or **W-6-6.3** Using transition words or phrases appropriate to comparing/contrasting) (State) organizational text structure (Local) R-5-7.4 or R-6-7.4 Generating questions before, during, and after **W-5-6.5** Providing a list of resources (e.g. materials used in a tasks; reading to enhance understanding and recall; expand understanding sources used for references) (Local) and/or gain new information (Local) **W-6-6.5** Listing sources (Local) R-8 Analyze and interpret informational text, citing evidence as OC-1 In oral communication, students demonstrate interactive appropriate by... listening by... **R-5-8.1 or R-6-8.1** Connecting information within a text or across **OC-5-1.1 or OC-6-1.1** Following verbal instructions to perform texts (State) specific tasks, to answer questions, or to solve problems (Local) **R-5-8.2 or R-6-8.2** Synthesizing information within or across **OC-5-1.2 or OC-6-1.2** Summarizing, paraphrasing, questioning, or text(s) (e.g., constructing appropriate titles; or formulating assertions contributing to information presented (Local) or controlling ideas (State) **OC-5-1.4 or OC-6-1.4** Participating in large and small group R-5-8.3 or R-6-8.3 Drawing inferences about text, including discussions showing respect for a range of individual ideas (Local) author's purpose (e.g., to inform, explain, entertain, persuade) or **OC-5-1.5** or **OC-6-1.5** Reaching consensus to solve a problem, message; or forming and supporting opinions/judgments and make a decision, or achieve a goal (Local) assertions about central ideas that are relevant (State) Lesson 10 R-7 Demonstrate initial understanding of informational texts W-2 In response to literary or informational text, students (expository and practical texts) by... show understanding of plot/ideas/concepts by... Page 12 What did the **R-5-7.1 or R-6-7.1** Obtaining information from text features **W-5-2.1** or **W-6-2.1** Selecting appropriate information to set Framers do about (e.g., table of contents, glossary, index, transition words/phrases, bold context/background (Local) or italicized text, headings, subheadings, graphic organizers, charts, W-5-2.2 or W-6-2.2 Summarizing key ideas (Local the problem of graphs, or illustrations) (State) W-5-2.3 or W-6-2.3 Connecting what has been read slavery? **R-5-7.2 or R-6-7.2** Using information from the text to answer (plot/ideas/concepts) to prior knowledge or other texts, by referring to questions related to main/central ideas or key details (State) relevant ideas (Local) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through W-3 In response to literary or informational text, students charting, mapping, paraphrasing, summarizing, or make and support analytical judgments about text by... comparing/contrasting) (State) **W-5-3.1** Stating and maintaining a focus (purpose) when responding R-5-7.4 or R-6-7.4 Generating questions before, during, and after to a given question (Local) reading to enhance understanding and recall; expand understanding and/or gain new information (Local) W-6-3.1 Stating and maintaining a focus (purpose), a firm judgment,

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

Lesson 10 CONTD.

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

R-5-8.1 or R-6-8.1 Connecting information *within* a text or *across* texts (State)

R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)

R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...

R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local)

R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local)

R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of relevance (Local)

R-5-15.3 or **6-15.3** Gathering, organizing, and interpreting the information (Local)

R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)

or point of view when responding to a given question (Local)

W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local)

W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s)</u> among them (Local)

EXAMPLE: Identifying theme and then making links between content/events and theme

W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)

W-6-3.3 Using specific details and references to text <u>or relevant</u> <u>citations to support focus or judgment</u> (Local)

W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)

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

W-5-4.1 or W-6-4.1 Creating a clear and coherent (logically consistent) story line (Local)

W-5-4.2 Establishing context (setting or background information), problem/conflict/challenge, and resolution (Local)

W-6-4.2 Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient) (Local)

W-6-4.3 or **W-6-4.3** Using transition words/phrases to establish clear chronology and to enhance meaning (Local)

W-5 Students demonstrate use of narrative strategies by...

W-5-5.1 Using relevant and descriptive details <u>to advance the</u> plot/story line (Local)

W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local)

W-5-5.2 or W-6-5.2 Using dialogue to advance plot/story line (Local)

EXAMPLE: I could hear bells ringing. It sent shivers down my spine.

W-5-5.3 <u>Developing characters through description</u> (Local)

W-6-5.3 Developing characters through description, <u>dialogue</u>, <u>and actions</u> (Local)

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

OC-5-1.1 or **OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) **OC-5-1.2** or **OC-6-1.2** Summarizing, paraphrasing, questioning, or

contributing to information presented (Local)

OC-5-1.4 or **OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5** or **OC-6-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

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

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations es the Constitution organize our government?	NECAP/Rhode Island Writing Grade Level Expectations
Ome Timee. How doe		
Lesson 11	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by
What basic ideas about government are included in the Preamble to the Constitution?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)	W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local) W-3 In response to literary or informational text, students make and support analytical judgments about text by
	R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by	W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm</u> <u>judgment</u> , <u>or point of view</u> when responding to a given question (Local)
	R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	 W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text or citations to support focus (Local) W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)
		W-4 In written narratives, students organize and relate a story line/plot/series of events by W-5-4.1 or W-6-4.1 Creating a clear and coherent (logically consistent) story line (Local) W-5-4.2 Establishing context (setting or background information), problem/conflict/challenge, and resolution (Local) W-6-4.2 Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or

In correlation with the New England Common Assessment Pro	omniscient) (Local)
	W-6-4.3 or W-6-4.3 Using transition words/phrases to establi
	clear chronology and to enhance meaning (Local)
	W-5 Students demonstrate use of narrative strategies by
	W-5-5.1 Using relevant and descriptive details to advance the plot/story line (Local)
	W-6-5.1 Using relevant and descriptive details and sensory
esson 11 CONTD.	language to advance the plot/story line (Local) W-5-5.2 or W-6-5.2 Using dialogue to advance plot/story
	line (Local)
	EXAMPLE: I could hear bells ringing. It sent shivers down my spin
	W-5-5.3 <u>Developing characters through description</u> (Local) W-6-5.3 <u>Developing characters through description</u> , <u>dialogue</u> , a
	actions (Local)
	OC-1 In oral communication, students demonstrate interactive listening by
	OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform
	specific tasks, to answer questions, or to solve problems (Local)
	OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning or contributing to information presented (Local)
	OC-5-1.4 or OC-6-1.4 Participating in large and small group
	discussions showing respect for a range of individual ideas (Local
	OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a probler make a decision, or achieve a goal (Local)
	make a decision, or achieve a goar (Locar)
	OC-2 In oral communication, students make o presentations by
	OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical</u>
	organization and language use in interpersonal, small group and
	public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to
	convey consistent focus (Local)
	OC-5-2.3 or OC-6-2.3 Telling stories, giving information usin
	details /elaboration and providing a coherent conclusion (Local)
	EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to
	audience and small groups (Local)
	OC-6-2.4 Effectively responding to audience questions and
	feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.
	eye contact, voice tone, and gestures) (Local)
	OC-6-2.5 Using a variety of strategies of address (e.g., eye
	contact, speaking rate, volume, articulation, inflection, intonation
	rhythm, and gesture) to communicate ideas effectively (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations Lesson 12 R-7 Demonstrate initial understanding of informational texts W-6 In informational writing, students organize ideas/concepts by ... (expository and practical texts) by... W-5-6.1 or W-6-6.1 Using an organizational text structure How does the **R-5-7.1 or R-6-7.1** Obtaining information from text features (e.g., appropriate to focus/controlling idea (Local) Constitution limit table of contents, glossary, index, transition words/phrases, bold or EXAMPLES (of text structures): description, sequential, chronology, italicized text, headings, subheadings, graphic organizers, charts, graphs, the powers of our proposition/support, compare/contrast or illustrations) (State) government? **W-5-6.2** Selecting appropriate information to set the context **R-5-7.2 or R-6-7.2** Using information from the text to answer questions related to main/central ideas or key details (State) **W-6-6.2** Selecting appropriate information to set context, which R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., may include a lead/hook (Local) representing main/central ideas or details within text through charting, EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) moving from the general to the specific, quotation **R-5-7.4 or R-6-7.4** Generating questions before, during, and after **W-6-6.3** Using transition words or phrases appropriate to reading to enhance understanding and recall; expand understanding and/or organizational text structure (Local) gain new information (Local) **W-5-6.5** Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) R-8 Analyze and interpret informational text, citing evidence as W-6-6.5 Listing sources (Local) appropriate by... **R-5-8.1 or R-6-8.1** Connecting information within a text or across texts W-7 In informational writing, students effectively convey purpose by... **R-5-8.2 or R-6-8.2** Synthesizing information within or across text(s) **W-5-7.1 or W-6-7.1** Establishing a topic (Local) (e.g., constructing appropriate titles; or formulating assertions or W-5-7.2 or W-6-7.2 Stating and maintaining a controlling ideas (State) focus/controlling idea on a topic (Local) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or W-8 In informational writing, students demonstrate use of a forming and supporting opinions/judgments and assertions about central range of elaboration strategies by ... ideas that are relevant (State) W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by... OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) **OC-5-1.4 or OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5 or OC-6-1.5** Reaching consensus to solve a problem,

make a decision, or achieve a goal (Local)

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations W-6 In informational writing, students organize ideas/concepts by ... Lesson 13 R-7 Demonstrate initial understanding of informational texts **W-5-6.1** or **W-6-6.1** Using an organizational text structure (expository and practical texts) by... appropriate to focus/controlling idea (Local) What is the **R-5-7.1** or **R-6-7.1** Obtaining information from text features (e.g., EXAMPLES (of text structures): description, sequential, chronology, legislative branch? table of contents, glossary, index, transition words/phrases, bold or proposition/support, compare/contrast italicized text, headings, subheadings, graphic organizers, charts, graphs, **W-5-6.2** Selecting appropriate information to set the context or illustrations) (State) (Local) **R-5-7.2 or R-6-7.2** Using information from the text to answer **W-6-6.2** Selecting appropriate information to set context, which questions related to main/central ideas or key details (State) may include a lead/hook (Local) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, representing main/central ideas or details within text through charting, moving from the general to the specific, quotation mapping, paraphrasing, summarizing, or comparing/contrasting) (State) **W-6-6.3** Using transition words or phrases appropriate to **R-5-7.4 or R-6-7.4** Generating questions before, during, and after organizational text structure (Local) reading to enhance understanding and recall; expand understanding and/or **W-5-6.5** Providing a list of resources (e.g. materials used in a gain new information (Local) tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by... W-7 In informational writing, students effectively convey purpose by... **R-5-8.1 or R-6-8.1** Connecting information within a text or across texts W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a **R-5-8.2 or R-6-8.2** Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or focus/controlling idea on a topic (Local) controlling ideas (State) **R-5-8.3 or R-6-8.3** Drawing inferences about text, including author's W-8 In informational writing, students demonstrate use of a purpose (e.g., to inform, explain, entertain, persuade) or message; or range of elaboration strategies by ... forming and supporting opinions/judgments and assertions about central W-5-8.1 or W-6-8.1 Including facts and details relevant to ideas that are relevant (State) focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by... **OC-5-1.1 or OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) **OC-5-1.4 or OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5 or OC-6-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

In correlation w	ith the New England Common Assessment Program (NECAP) Grade Le	vel Expectations
Lesson 13 CONTD.		OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
		OC-2 In oral communication, students make oral presentations by OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 14	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by
What is the executive branch?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting,	W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local) W-3 In response to literary or informational text, students
	mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	make and support analytical judgments about text by W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by	W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm</u> <u>judgment, or point of view</u> when responding to a given question (Local)
	R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s)	 W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters,

In correlation w	ith the New England Common Assessment Program (NECAP) Grade L	evel Expectations
Lesson 14 CONTD.	(e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	setting, or common themes and the relationship(s) among them (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text or citations to support focus (Local) W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)
		OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
		OC-2 In oral communication, students make oral presentations by OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
		W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which

In correlation w	ith the New England Common Assessment Program (NECAP) Grade Le	vel Expectations
Lesson 14 CONTD		may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local)
		W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)
		W-8 In informational writing, students demonstrate use of a range of elaboration strategies by
		W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)
Lesson 15	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	OC-1 In oral communication, students demonstrate interactive listening by
What is the judicial branch?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by	
	R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or	

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

forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

Lesson 16

How did the Constitution create a federal system of government?

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

R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)
R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)
R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

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

R-5-8.1 or R-6-8.1 Connecting information *within* a text or *across* texts (State)

R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)

R-5-8.3 or **R-6-8.3** Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...

R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local)

R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local)

R-5-15.2 or **R-6-15.2** Evaluating information presented, in terms of relevance (Local)

R-5-15.3 or **6-15.3** Gathering, organizing, and interpreting the information (Local)

R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)

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

OC-5-1.1 or **OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) **OC-5-1.2** or **OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-5-1.4 or **OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) **OC-5-1.5** or **OC-6-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

When responses are written

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

W-5-6.1 or **W-6-6.1** Using an organizational text structure appropriate to focus/controlling idea (Local)

EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast

W-5-6.2 Selecting appropriate information to set the context (Local)

W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local)

EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation

W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)

W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)

W-6-6.5 Listing sources (Local)

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

W-5-7.1 or W-6-7.1 Establishing a topic (Local)

W-5-7.2 or W-6-7.2 Stating and maintaining a

focus/controlling idea on a topic (Local)

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

W-5-8.1 or **W-6-8.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W-5-8.2 or **W-6-8.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

W-5- 8.3 Not assessed at this grade level

W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Standards
Unit Four: How do	es the Constitution protect our basic rights?	
Lesson 17	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate
How does the Constitution protect your right to freedom of expression?	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-8 In informational writing, students demonstrate use of a range of elaboration strategies by W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by
		OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations			
		OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make	
		a decision, or achieve a goal (Local)	
Lesson 18	R-7 Demonstrate initial understanding of informational texts	W-6 In informational writing, students organize ideas/concepts	
	(expository and practical texts) by	by	
How does the	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g.,	W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)	
Constitution	table of contents, glossary, index, transition words/phrases, bold or	EXAMPLES (of text structures): description, sequential, chronology,	
protect your right	italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)	proposition/support, compare/contrast	
to freedom of religion?	R-5-7.2 or R-6-7.2 Using information from the text to answer	W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may	
rengion:	questions related to main/central ideas or key details (State)	include a lead/hook (Local)	
	R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through	EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving	
	charting, mapping, paraphrasing, summarizing, or	from the general to the specific, quotation	
	comparing/contrasting) (State)	W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)	
	R-5-7.4 or R-6-7.4 Generating questions before, during, and after	W-5-6.5 Providing a list of resources (e.g. materials used in a tasks;	
	reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	sources used for references) (Local)	
	ana, or gain non mornianon (2000)	W-6-6.5 <u>Listing sources</u> (Local)	
	R-8 Analyze and interpret informational text, citing evidence as	W-7 In informational writing, students effectively convey	
	appropriate by	purpose by	
	R-5-8.1 or R-6-8.1 Connecting information within a text or across	W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling	
	texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s)	idea on a topic (Local)	
	(e.g., constructing appropriate titles; or formulating assertions or	W-8 In informational writing, students demonstrate use of a	
	controlling ideas (State)	range of elaboration strategies by	
	R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or	W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information(Local)	
	forming and supporting opinions/judgments and assertions about central	W-5-8.2 or W-6-8.2 Including sufficient details or facts for	
	ideas that are relevant (State)	appropriate depth of information: naming, describing, explaining,	
		comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level	
		W-6-8.3 Addressing readers' concerns (including counterarguments –	
		in persuasive writing; addressing potential problems – in procedures;	
		providing context – in reports) (Local)	
		OC-1 In oral communication, students demonstrate interactive	
		listening by	
		OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform	
		specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or	
		contributing to information presented (Local)	
		OC-5-1.4 or OC-6-1.4 Participating in large and small group	
		discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make	
		a decision, or achieve a goal (Local)	
		- , ,	
		OC-2 In oral communication, students make oral presentations	
		by	

In correlation with the New England Common Assessi	
	OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization</u> and <u>language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local)
	OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to
	convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using
	details /elaboration and providing a coherent conclusion (Local)
	EXAMPLE: using books, pictures displays, graphics, or artifacts
Lesson 18 contd.	OC-5-2.4 Providing effective and appropriate feedback to audience and
	small groups (Local)
	OC-6-2.4 Effectively responding to audience questions and feedback
	(Local)
	OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local)
	OC-6-2.5 Using a variety of strategies of address (e.g., eye contact,
	speaking rate, volume, articulation, inflection, intonation, rhythm, and
	gesture) to communicate ideas effectively (Local)
	W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by
	W-5-2.1 or W-6-2.1 Selecting appropriate information to set
	context/background (Local)
	W-5-2.2 or W-6-2.2 Summarizing key ideas (Local
	W-5-2.3 or W-6-2.3 Connecting what has been read
	(plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)
	W−3 In response to literary or informational text, students make and support analytical judgments about text by
	W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)
	W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment</u> , <u>or point of view</u> when responding to a given question (Local)
	W-5-3.2 Making inferences about the content, events, characters,
	setting, or common themes (Local)
	W-6-3.2 Making inferences about content, events, characters, setting,
	or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between
	content/events and theme
	W-5-3.3 Using specific details and references to text or citations to
	support focus (Local)
	W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local)
	W-5-3.4 or W-6-3.4 Organizing ideas, using transition
	words/phrases and writing a conclusion that provides closure (Local)

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

Lesson 19

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

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

R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) **R-5-7.2 or R-6-7.2** Using information from the text to answer questions related to main/central ideas or key details (State)

R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)

R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

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

R-5-8.1 or **R-6-8.1** Connecting information within a text or across texts (State)

R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)
R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

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

OC-5-1.1 or **OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)

OC-5-1.2 or **OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-5-1.4 or **OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

When responses are written

W-6 In informational writing, students organize ideas/concepts by ... W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)

EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast

W-5-6.2 Selecting appropriate information to set the context (Local)

W–6–6.2 Selecting appropriate information to set context, which may include a <u>lead/hook</u> (Local)

EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation

W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)

W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)

W-6-6.5 Listing sources (Local)

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

W-5-7.1 or W-6-7.1 Establishing a topic (Local)

W-5-7.2 or **W-6-7.2** Stating and maintaining a focus/controlling idea on a topic (Local)

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

W-5-8.1 or **W-6-8.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W-5-8.2 or **W-6-8.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

W-5- 8.3 Not assessed at this grade level

W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)

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

Lesson 20

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

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

R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) **R-5-7.2 or R-6-7.2** Using information from the text to answer questions related to main/central ideas or key details (State)

R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) **R-5-7.4 or R-6-7.4** Generating questions before during

R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

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

R-5-8.1 or **R-6-8.1** Connecting information within a text or across texts (State)

R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)
R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

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

W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)

EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast

W-5-6.2 Selecting appropriate information to set the context (Local)

W-6-6.2 Selecting appropriate information to set context, which may include a <u>lead/hook</u> (Local)

EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation

W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)

W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)

W-6-6.5 Listing sources (Local)

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

W-5-7.1 or W-6-7.1 Establishing a topic (Local)

W-5-7.2 or **W-6-7.2** Stating and maintaining a focus/controlling idea on a topic (Local)

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

W-5-8.1 or **W-6-8.1** Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W-5-8.2 or **W-6-8.2** Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)

W-5- 8.3 Not assessed at this grade level

W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)

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

OC-5-1.1 or **OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)

OC-5-1.2 or **OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local)

OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

OC-2 In oral communication, students make oral presentations by \dots

OC-5-2.1 or **OC-6-2.1** Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local)

OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey

-	with the New England Common Assessment Program (NECA	.P) Grade Level Expectations
Lesson 20 contd.	the rew England Common reseason one region (research	consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
Lesson 21	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by	W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)
How does the Constitution protect your right to vote?	texts (expository and practical texts) by R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local) R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)	EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local) W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-8 In informational writing, students demonstrate use of a range of elaboration strategies by W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks,
		to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

Lesson 21CONTD.	OC-2 In oral communication, students make oral presentations by OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience and small groups (Local) OC-6-2.4 Effectively responding to audience questions and feedback (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
	W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)
	W-3 In response to literary or informational text, students make and support analytical judgments about text by
	W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)
	W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)
	 W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes and the relationship(s) among them (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text or citations to support focus (Local) W-6-3.3 Using specific details and references to text or relevant citations to support focus or judgment (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)

OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a

decision, or achieve a goal (Local)

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

We The People	NECAP/Rhode Island	NECAP/Rhode Island
The Citizens &	Reading Grade Level Expectations	Writing Grade Level Expectations
The Constitution		-
Unit Five: What are	the responsibilities of citizens?	
	•	
Lesson 22 What is the role of the United States in the world today?	R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	W-6 In informational writing, students organize ideas/concepts by W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, which may include a lead/hook (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 Listing sources (Local)
	R-8 Analyze and interpret informational text, citing evidence as appropriate by R-5-8.1 or R-6-8.1 Connecting information within a text or across texts (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State) R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by page 62 R-5-15.1 Identifying potential sources of information from those provided (Local) R-5-15.1 or R-6-15.1 Identifying potential sources of information (Local) R-5-15.2 or R-6-15.3 Gathering, organizing, and interpreting the information (Local) R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)	W-7 In informational writing, students effectively convey purpose by W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-8 In informational writing, students demonstrate use of a range of elaboration strategies by W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5-8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) OC-1 In oral communication, students demonstrate interactive listening by OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)

-	with the New England Common Assessment Program (NECAP) Grade	e Level Expectations
		OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make
		a decision, or achieve a goal (Local)
		OC-2 In oral communication, students make oral presentations
		by
L 22 CONTD		OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization
Lesson 22 CONTD.		and language use in interpersonal, small group and public exchanges
		(e.g., discussions, interviews) (Local)
		OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to
		convey consistent focus (Local)
		OC-5-2.3 or OC-6-2.3 Telling stories, giving information using
		details /elaboration and providing a coherent conclusion (Local)
		EXAMPLE: using books, pictures displays, graphics, or artifacts
		OC-5-2.4 Providing effective and appropriate feedback to audience <u>and</u>
		small groups (Local)
		OC-6-2.4 Effectively responding to audience questions and feedback
		(Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye
		contact, voice tone, and gestures) (Local)
		OC-6-2.5 Using a variety of strategies of address (e.g., eye contact,
		speaking rate, volume, articulation, inflection, intonation, rhythm, and
		gesture) to communicate ideas effectively (Local)
		W-4In written narratives, students organize and relate a
Lesson 23	R-7 Demonstrate initial understanding of informational texts	story line/plot/series of events by
Lesson 25	(expository and practical texts) by	W-5-4.1or6-4.1 Creating a clear and coherent (logically consistent)
What are some		story line (Local)
What are some	R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g.,	W-5-4.2 Establishing context (setting or background information),
important	table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts,	problem/conflict/challenge, and resolution (Local)
responsibilities of	graphs, or illustrations) (State)	W-6-4.2 Establishing context, problem/conflict/ challenge, and
citizens?	R-5-7.2 or R-6-7.2 Using information from the text to answer	resolution, and maintaining point of view, (1st person, 3rd person, or
	questions related to main/central ideas or key details (State)	omniscient) (Local)
	R-5-7.3 or R-6-7.3 Organizing information to show understanding	W-5-4.3 or W-6-4.3 Using transition words/phrases to establish clear
	(e.g., representing main/central ideas or details within text through	chronology and to enhance meaning (Local)
	charting, mapping, paraphrasing, summarizing, or	W-5-5.1 or W-6-5.1 Using relevant and descriptive details and
	comparing/contrasting) (State)	sensory language to advance the plot/story line (Local)
	R-5-7.4 or R-6-7.4 Generating questions before, during, and after	W-5-5.3 or -6-5.3 Developing characters through description, dialogue, and actions (Local)
	reading to enhance understanding and recall; expand understanding	W-5-5.4 Not assessed at this level
	and/or gain new information (Local)	W-6-5.4 Using voice appropriate to purpose_(Local)
		W-5-5.5 Establishing a focus when writing about observations and
	R-8 Analyze and interpret informational text, citing evidence as	experiences (Local)
	appropriate by	W-6-5.5 Maintaining focus (Local)
	R-5-8.1 or R-6-8.1 Connecting information within a text or across	W-5-5.6 or W-6-5.6 Selecting and elaborating important ideas; and
	texts (State)	excluding extraneous details (Local)
	R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's	
	purpose (e.g., to inform, explain, entertain, persuade) or message; or	OC-1 In oral communication, students demonstrate interactive
	forming and supporting opinions/judgments and assertions about central	listening by
	ideas that are relevant (State)	OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform
		specific tasks, to answer questions, or to solve problems (Local)
		OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or
		Joe Daniel Company of the Company of
	R-15 Research* by reading multiple sources (including print and	contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations		
In correlation v	non-print texts) to report information, to solve a problem, or to	discussions showing respect for a range of individual ideas (Local)
	make a decision, or to formulate a judgment by page 62	OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make
	R-5-15.1 Identifying potential sources of information from those	a decision, or achieve a goal (Local)
	provided (Local)	a decision, or defleve a goar (Eocal)
	R-5-15.1 or R-6-15.1 Identifying potential sources of information	OC-2 In oral communication, students make oral presentations
	(Local)	by
Lesson 23 CONTD.	R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of	OC-5-2.1 or OC-6-2.1 Demonstrating skills and logical organization
	relevance (Local) R-6-15.3 Gathering, organizing, and interpreting the	and language use in interpersonal, small group and public exchanges
	information (Local)	(e.g., discussions, interviews) (Local)
	R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)	OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to
		convey consistent focus (Local)
		OC-5-2.3 or OC-6-2.3 Telling stories, giving information using
		details /elaboration and providing a coherent conclusion (Local)
		EXAMPLE: using books, pictures displays, graphics, or artifacts
		OC-5-2.4 Providing effective and appropriate feedback to audience and
		small groups (Local) OC-6-2.4 Effectively responding to audience guestions and feedback
		(Local)
		OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye
		contact, voice tone, and gestures) (Local)
		OC-6-2.5 Using a variety of strategies of address (e.g., eye contact,
		speaking rate, volume, articulation, inflection, intonation, rhythm, and
		gesture) to communicate ideas effectively (Local)
		When responses are written
		W-6 In informational writing, students organize ideas/concepts
		by
		W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate
		to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology,
		proposition/support, compare/contrast
		W-5-6.2 Selecting appropriate information to set the context (Local)
		W-6-6.2 Selecting appropriate information to set ontext, which may
		include a lead/hook (Local)
		EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving
		from the general to the specific, quotation
		W-6-6.3 Using transition words or phrases appropriate to
		organizational text structure (Local)
		W-5-6.5 Providing a list of resources (e.g. materials used in a tasks;
		sources used for references) (Local)
		W-6-6.5 <u>Listing sources</u> (Local)
		W-7 In informational writing, students effectively convey
		purpose by
		W-5-7.1 or W-6-7.1 Establishing a topic (Local)
		W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling

W-5-7.2 or **W-6-7.2** Stating and maintaining a focus/controlling idea on a topic (Local)

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

W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for

In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments in persuasive writing; addressing potential problems – in procedures; **Lesson 23 CONTD** providing context – in reports) (Local) W-6 In informational writing, students organize ideas/concepts Lesson 24 R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by... W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate How can citizens **R-5-7.1** or **R-6-7.1** Obtaining information from text features (e.g., to focus/controlling idea (Local) promote the table of contents, glossary, index, transition words/phrases, bold or EXAMPLES (of text structures); description, sequential, chronology, italicized text, headings, subheadings, graphic organizers, charts, common good? proposition/support, compare/contrast graphs, or illustrations) (State) **W-5-6.2** Selecting appropriate information to set the context (Local) **R-5-7.2** or **R-6-7.2** Using information from the text to answer **W-6-6.2** Selecting appropriate information to set context, which may questions related to main/central ideas or key details (State) include a lead/hook (Local) R-5-7.3 or R-6-7.3 Organizing information to show understanding EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving (e.g., representing main/central ideas or details within text through from the general to the specific, quotation charting, mapping, paraphrasing, summarizing, or **W-6-6.3** Using transition words or phrases appropriate to comparing/contrasting) (State) organizational text structure (Local) R-5-7.4 or R-6-7.4 Generating questions before, during, and after **W-5-6.5** Providing a list of resources (e.g. materials used in a tasks; reading to enhance understanding and recall; expand understanding sources used for references) (Local) and/or gain new information (Local) **W-6-6.5** Listing sources (Local) R-8 Analyze and interpret informational text, citing evidence as W-7 In informational writing, students effectively convey appropriate by... purpose by... **W-5-7.1 or W-6-7.1** Establishing a topic (Local) **R-5-8.1 or R-6-8.1** Connecting information within a text or across W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling texts (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's idea on a topic (Local) W-8 In informational writing, students demonstrate use of a purpose (e.g., to inform, explain, entertain, persuade) or message; or range of elaboration strategies by ... forming and supporting opinions/judgments and assertions about central W-5-8.1 or W-6-8.1 Including facts and details relevant to ideas that are relevant (State) focus/controlling idea, and excluding extraneous information (Local) R-15 Research* by reading multiple sources (including print and W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information; naming, describing, explaining, non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... page 62 comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level **R-5-15.1** Identifying potential sources of information from those W-6-8.3 Addressing readers' concerns (including counterarguments provided (Local) **R-5-15.1** or **R-6-15.1** Identifying potential sources of information in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local) **R-5-15.2 or R-6-15.2** Evaluating information presented, in terms of OC-1 In oral communication, students demonstrate interactive relevance (Local) R-6-15.3 Gathering, organizing, and interpreting the listening by... information (Local) **R-5-15.4 or R-6-15.4** Using evidence to support conclusions (Local) **OC-5-1.1 or OC-6-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) **OC-5-1.2 or OC-6-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented (Local) **OC-5-1.4 or OC-6-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

We the People The Citizen & The Constitution Level 1 In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations

In correlation v	In correlation with the New England Common Assessment Program (NECAP) Grade Level Expectations		
		OC-2 In oral communication, students make oral presentations	
		by	
		OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization</u>	
		and language use in interpersonal, small group and public exchanges	
Lesson 24 CONTD.		(e.g., discussions, interviews) (Local)	
Lesson 24 CONTD.		OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to	
		convey consistent focus (Local)	
		OC-5-2.3 or OC-6-2.3 Telling stories, giving information using	
		details /elaboration and providing a coherent conclusion (Local)	
		EXAMPLE: using books, pictures displays, graphics, or artifacts	
		OC-5-2.4 Providing effective and appropriate feedback to audience and	
		small groups (Local)	
		OC-6-2.4 Effectively responding to audience questions and feedback	
		(Local)	
		OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye	
		contact, voice tone, and gestures) (Local)	
		OC-6-2.5 Using a variety of strategies of address (e.g., eye contact,	
		speaking rate, volume, articulation, inflection, intonation, rhythm, and	
		gesture) to communicate ideas effectively (Local)	