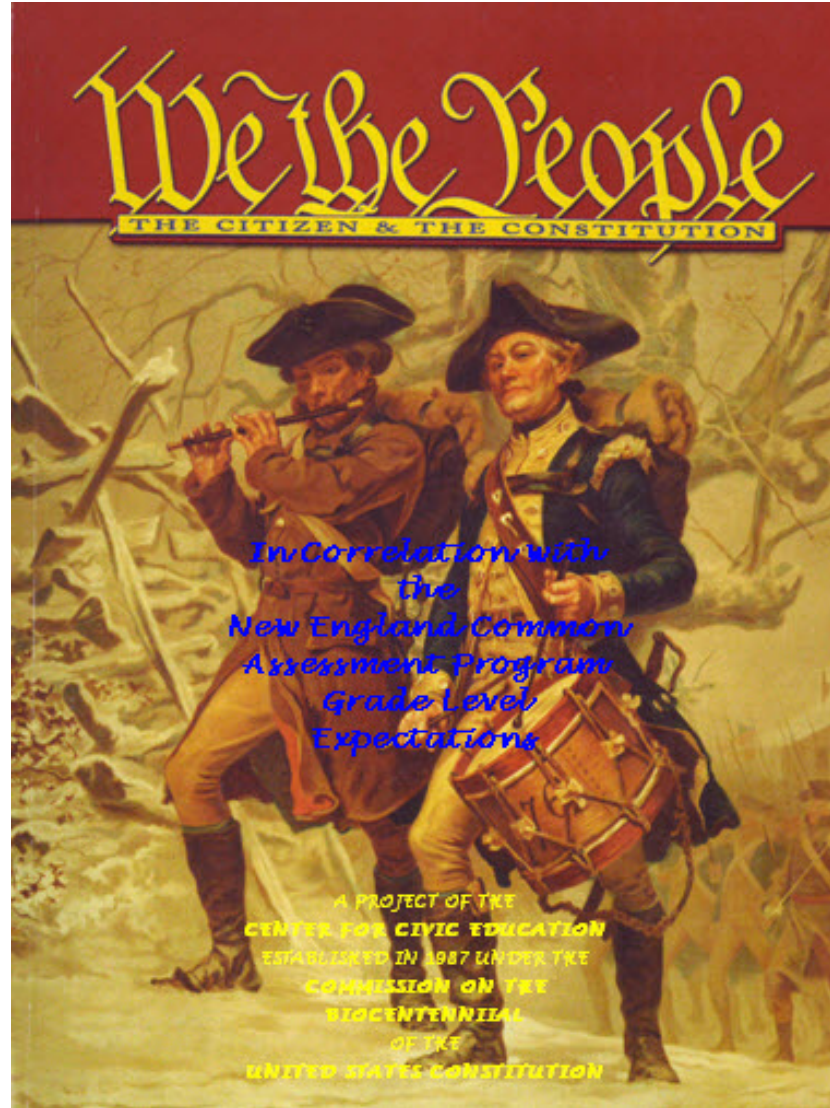


## ***We the People ~ The Citizens & The Constitution Level 1***

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



## **ALIGNMENT TO MIDDLE SCHOOL GLE OCTOBER 2008**

The following GSEs are addressed in every unit.

# ***We the People ~ The Citizens & The Constitution Level 1***

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## **Reading GSE's**

### **CHANGE STANDARDS TO GRADE 6,7,8**

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

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

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

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

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

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

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

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

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

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

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

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

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### **Writing GSEs**

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

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

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

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

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

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

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

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

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

EXAMPLES: hyphens, dashes, parentheses

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

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

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

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

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<p><b>Lesson 3</b> <b>What is a republican government?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b> <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State) <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State) <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State) <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b> <b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b> <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State) <b>W-10-7 In informational writing, students effectively convey purpose by...</b> <b>W-10-7.1</b> Establishing a topic (State) <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State) <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State) <b>W-10-7.4</b> Establishing an authoritative voice (State) <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State) <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b> <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State) <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State) <b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State) <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b> <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local) <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local) <b>OC-10-1.3</b> Identifying the thesis of a presentation,</p>
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<p><b>Lesson 3 contd.</b></p>		<p>determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
<p><b>Lesson 4</b>  <b>What is a constitutional government?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)  <b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)  <b>EXAMPLES</b> (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)  <b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b></p>

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<p><b>Lesson 4 contd.</b></p>		<p><b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  <b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)  <b>OC-10-2</b>  <b>In oral communication, students make oral presentations by...</b>  <b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  <b>OC-10-2.2</b> Maintaining a consistent focus (Local)  <b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)  <b>EXAMPLES</b> (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  <b>OC-10-2.4</b> Effectively responding to audience questions and feedback (Local)  <b>OC-10-2.5</b> Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
<p><b>Lesson 5</b>  <b>What ideas did the Founders use in the Declaration of Independence?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g.,</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W-10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)  <b>EXAMPLES</b> (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10-6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)</p>



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<p><b>Lesson 5 contd.</b></p>	<p>representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)</p> <p><b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <p><b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)</p> <p><b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)</p> <p><b>W-10-7.4</b> Establishing an authoritative voice (State)</p> <p><b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)</p> <p><b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p><b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</p> <p><b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</p> <p><b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p><b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b></p> <p><b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p><b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p><b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</p> <p><b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p><b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p><b>OC-10-2</b></p> <p><b>In oral communication, students make oral presentations by...</b></p> <p><b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p><b>OC-10-2.2</b> Maintaining a consistent focus (Local)</p> <p><b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</p>
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## We the People ~ The Citizens & The Constitution Level 1

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<p><b>Lesson 5 contd.</b></p>		<p>(Local)  <b>EXAMPLES</b> (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  <b>OC--10--2.4</b> Effectively responding to audience questions and feedback (Local)  <b>OC--10--2.5</b> Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)  <b>W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by...</b>  <b>W-10-14.1</b> Engaging the reader by establishing context (purpose) (State)  <b>W-10-14.2</b> Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State)  <b>W-10-14.3</b> Using an organizational structure that allows for a progression of ideas to develop (State)  <b>W-10-14.4</b> Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)  <b>W-10-14.5</b> Providing closure - leaving the reader with something to think about (State)</p>
<p><b>Lesson 6</b>  <b>What were the first state governments like?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)  <b>EXAMPLES</b> (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)</p>

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<p><b>Lesson 6 contd.</b></p>	<p>and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <p><b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts.</p> <p><b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective?</p> <p><b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)</p> <p><b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p><b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</p> <p><b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</p> <p><b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p><b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b></p> <p><b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p><b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p><b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)</p> <p><b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p><b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
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In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
<b>Unit Two: How did the Founders write our Constitution?</b>		
<p><b>Lesson 7</b> <b>What was the first national government like?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)            EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)   <b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or</p>

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***Lesson 7 contd.***

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

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<p><b>Lesson 7 contd.</b></p>		<p><b>W-10-4.4</b> Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)</p> <p><b>W-10-4.5</b> Establishing and maintaining theme (Local)</p> <p><b>W-10-4.6</b> Providing a sense of closure (Local)</p> <p><b>W-10-5 Students demonstrate use of narrative strategies to engage the reader by...</b></p> <p><b>W-10-5.1</b> Creating images, using relevant and descriptive details and sensory language to advance the plot/story line (Local)</p> <p><b>W-10-5.2</b> Using dialogue to advance plot/story line (Local)</p> <p><b>W-10-5.3</b> Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local)</p> <p><b>W-10-5.4</b> Using voice appropriate to purpose (Local)</p> <p><b>W-10-5.5</b> Maintaining focus (Local)</p> <p><b>W-10-5.6</b> Selecting and elaborating important ideas; and excluding extraneous details (Local)</p> <p><b>W-10-5.7</b> Controlling the pace of the story (Local)</p> <p>EXAMPLES: Intentional use of sentence length and punctuation</p>
<p><b>Lesson 8</b> <b>How was the Philadelphia Convention organized?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <p><b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)</p> <p><b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)</p> <p><b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)</p> <p><b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b></p> <p><b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)</p> <p>EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p><b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</p> <p><b>W-10-7 In informational writing, students effectively convey purpose by...</b></p> <p><b>W-10-7.1</b> Establishing a topic (State)</p> <p><b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)</p> <p><b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)</p> <p><b>W-10-7.4</b> Establishing an authoritative voice (State)</p> <p><b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)</p> <p><b>W-10-8 In informational writing, students demonstrate use</b></p>

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## ***Lesson 8 contd.***

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

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

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

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

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

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

### **of a range of elaboration strategies by ...**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

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

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

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

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

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

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

(State)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

(State)

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

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

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

#### **R-10-7:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**W-10-4.4** Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)

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

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***Lesson 10 contd.***

**W-10-4.6** Providing a sense of closure (Local)

**W-10-5 Students demonstrate use of narrative strategies to engage the reader by...**

**W-10-5.1** Creating images, using relevant and descriptive details and

sensory language to advance the plot/story line (Local)

**W-10-5.2** Using dialogue to advance plot/story line (Local)

**W-10-5.3** Developing characters through description, dialogue,

actions, and relationships with other characters, when appropriate (Local)

**W-10-5.4** Using voice appropriate to purpose (Local)

**W-10-5.5** Maintaining focus (Local)

**W-10-5.6** Selecting and elaborating important ideas; and excluding extraneous details (Local)

**W-10-5.7** Controlling the pace of the story (Local)

EXAMPLES: Intentional use of sentence length and punctuation

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

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

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

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

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

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

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

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
<b>Unit Three: How does the Constitution organize our government?</b>		
<p><b>Lesson 11</b> <b>What basic ideas about government are included in the Preamble to the Constitution?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)  <b>R-10-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)                      EXAMPLE: Students are asked to compare information presented in two textual excerpts.  <b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)                      EXAMPLE: How does the title of the article reflect the author’s perspective?  <b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and</p>	<p><b>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b>  <b>W-10-2.1</b> Selecting and summarizing key ideas to set context, appropriate to audience (State)  <b>W-10-2.3</b> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)</p> <p><b>W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...</b>  <b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)  <b>W-10-3.2</b> Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State)                      EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres  <b>W-10-3.3</b> Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State)  <b>W-10-3.4</b> Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  <b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas</p>

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<p><b><i>Lesson 11 contd.</i></b></p>	<p>assertions about central ideas that are relevant (State)</p>	<p>(Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)  <b>OC-10-2 In oral communication, students make oral presentations by...</b>  <b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  <b>OC-10-2.2</b> Maintaining a consistent focus (Local)  <b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)            EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  <b>OC-10-2.4</b> Effectively responding to audience questions and feedback (Local)  <b>OC-10-2.5</b> Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
<p><b>Lesson 12</b>  <b>How does the Constitution limit the powers of our government?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)   <b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.1</b> Explaining connections about information <i>within</i> a text,</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W-10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)            EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10-6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to</p>

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<p><b>Lesson 12 contd.</b></p>	<p>across texts, or to related ideas (State)          EXAMPLE: Students are asked to compare information presented in two textual excerpts.  <b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)          EXAMPLE: How does the title of the article reflect the author’s perspective?   <b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)   <b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  <b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
<p><b>Lesson 13</b>  <b>What is the legislative branch?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,</p>	<p><b>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b>  <b>W-10-2.1</b> Selecting and summarizing key ideas to set context, appropriate to audience (State)  <b>W-10-2.3</b> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)   <b>W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...</b>  <b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)</p>

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## Lesson 13 contd.

comparing/contrasting, outlining (State)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

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

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

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<p><b>Lesson 13 contd.</b></p>		<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)          EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p>
<p><b>Lesson 14</b>  <b>What is the executive branch?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations]</p>	<p><b>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b>  <b>W-10-2.1</b> Selecting and summarizing key ideas to set context, appropriate to audience (State)  <b>W-10-2.3</b> Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the</p>

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## ***Lesson 14 contd.***

(State)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**W-10-7.1** Establishing a topic (State)

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

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

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

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

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

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



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<p><b>Lesson 14 contd.</b></p>		<p>information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  <b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)  <b>OC-10-2 In oral communication, students make oral presentations by...</b>  <b>OC-10-2.1</b> Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  <b>OC-10-2.2</b> Maintaining a consistent focus (Local)  <b>OC-10-2.3</b> Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)            EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  <b>OC-10-2.4</b> Effectively responding to audience questions and feedback (Local)  <b>OC-10-2.5</b> Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
<p><b>Lesson 15</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts</b></p>	<p><b>OC-10-1 In oral communication, students demonstrate</b></p>

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

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### ***Lesson 16 contd.***

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

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

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

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

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

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

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

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

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

interpreting or evaluating the message (Local)

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

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

# We the People ~ The Citizens & The Constitution Level 1

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

We The People The Citizens & The Constitution	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
<b>Unit Four: How does the Constitution protect our basic rights?</b>		
<p><b>Lesson 17</b> <b>How does the Constitution protect your right to freedom of expression?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)            EXAMPLE: Students are asked to compare information presented in two textual excerpts.  <b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)            EXAMPLE: How does the title of the article reflect the author's perspective?  <b>R-10-8.3</b> Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)            EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p>

# We the People ~ The Citizens & The Constitution Level 1

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

<p><b>Lesson 17 contd.</b></p>		<p><b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)  <b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
<p><b>Lesson 18</b>  <b>How does the Constitution protect your right to freedom of religion?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)   <b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)  EXAMPLE: Students are asked to compare information presented in two textual excerpts.  <b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)  EXAMPLE: How does the title of the article reflect the author’s perspective?   <b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)  EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)  <b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)  <b>W-10-12 In writing poetry, students demonstrate awareness of purpose by...</b>  <b>W-10-12.1</b> Writing poems in a variety of voices for a variety of audiences (purpose) (Local)</p>

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<p><b>Lesson 18 contd.</b></p>	<p>opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-12.2</b> Writing poems that express speaker's moods, thoughts, or feelings (Local) <b>W-10-12.3</b> Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems <b>W-10-13.1</b> Selecting vocabulary according to purpose and for effect on audience (Local) <b>W-10-13.2</b> Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor <b>W-10-13.3</b> Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local) <b>W-10-13.4</b> Using a variety of poetic forms (Local) <b>W-10-2 In response to literary or informational text, students show understanding of plot /ideas/concepts by...</b> <b>W-10-2.1</b> Selecting and summarizing key ideas to set context, appropriate to audience (State) <b>W-10-2.3</b> Connecting what has been read(plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State) <b>W-10-3 In response to literary or, informational text, students make and support analytical judgments about text by...</b> <b>W-10-3.1a</b> Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State) <b>W-10-3.2</b> Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres <b>W-10-3.3</b> Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (State) <b>W-10-3.4</b> Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)</p>
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# **We the People ~ The Citizens & The Constitution Level 1**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# **We the People ~ The Citizens & The Constitution Level 1**

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

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

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

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

(State)

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

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

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

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

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

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

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

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

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

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

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

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

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

**W-10-7.1** Establishing a topic (State)

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## We the People ~ The Citizens & The Constitution Level 1

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

<b>Lesson 20 contd.</b>		<b>OC-10-1.5</b> Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
<b>Lesson 21</b> <b>How does the Constitution protect your right to vote?</b>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <p><b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State)</p> <p><b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)</p> <p><b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)</p> <p><b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <p><b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts.</p> <p><b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author’s perspective?</p> <p><b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-8.4</b> Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State) <b>W-10-6 In informational writing, students organize ideas/concepts by ...</b></p> <p><b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p><b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</p> <p><b>W-10-7 In informational writing, students effectively convey purpose by...</b></p> <p><b>W-10-7.1</b> Establishing a topic (State)</p> <p><b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)</p> <p><b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)</p> <p><b>W-10-7.4</b> Establishing an authoritative voice (State)</p> <p><b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)</p> <p><b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p><b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</p> <p><b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</p> <p><b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b></p> <p><b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p><b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p><b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and</p>

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## **Lesson 21 contd.**

interpreting or evaluating the message (Local)

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

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

### **OC-10-2**

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

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

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

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

EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts

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

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

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

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

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

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

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

**W-10-3.2** Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)  
EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

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

**W-10-3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a

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	connection to the broader world of ideas) (State)
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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading GSEs	NECAP/Rhode Island Writing Standards
<b>Unit Five: What are the responsibilities of citizens?</b>		
<b>Lesson 22</b> <b>What is the role of the United States in the world today?</b>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <p><b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State)</p> <p><b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)</p> <p><b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)</p> <p><b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <p><b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)            EXAMPLE: Students are asked to compare information presented in two textual excerpts.</p> <p><b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)            EXAMPLE: How does the title of the article reflect the author’s perspective?</p> <p><b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b></p> <p><b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)            EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p><b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)</p> <p><b>W-10-7 In informational writing, students effectively convey purpose by...</b></p> <p><b>W-10-7.1</b> Establishing a topic (State)</p> <p><b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)</p> <p><b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)</p> <p><b>W-10-7.4</b> Establishing an authoritative voice (State)</p> <p><b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)</p> <p><b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b></p> <p><b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)</p> <p><b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)</p> <p><b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b></p> <p><b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p><b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or</p>

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contributing to information presented (Local)  
**OC-10-1.3** Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  
**OC-10-1.4** Participating in large and small group discussions showing respect for a range of individual ideas (Local)  
**OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)  
**OC-10-2** **In oral communication, students make oral presentations by...**  
**OC-10-2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)  
**OC-10-2.2** Maintaining a consistent focus (Local)  
**OC-10-2.3** Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)  
EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts  
**OC-10-2.4** Effectively responding to audience questions and feedback (Local)  
**OC-10-2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)  
**W-10-2** **In response to literary or informational text, students show understanding of plot /ideas/concepts by...**  
**W-10-2.1** Selecting and summarizing key ideas to set context, appropriate to audience (State)  
**W-10-2.3** Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)  
**W-10-3** **In response to literary or, informational text, students make and support analytical judgments about text by...**  
**W-10-3.1a** Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)  
**W-10-3.2** Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)  
EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres  
**W-10-3.3** Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (State)

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		<p><b>W-10-3.4</b> Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)</p>
<p><b>Lesson 23</b> <b>What are some important responsibilities of citizens?</b></p>	<p><b>R-10-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R-10-7.1</b> Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations](State)  <b>R-10-7.2</b> Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)  <b>R-10-7.3</b> Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining (State)  <b>R-10-7.4</b> Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p><b>R-10-8 Analyze and interpret informational text, citing evidence as appropriate by...</b>  <b>R-10-8.1</b> Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State)  EXAMPLE: Students are asked to compare information presented in two textual excerpts.  <b>R-10-8.2</b> Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)  EXAMPLE: How does the title of the article reflect the author’s perspective?  <b>R-10-8.3</b> Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><b>W-10-6 In informational writing, students organize ideas/concepts by ...</b>  <b>W--10-6.1</b> Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State)  EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning  <b>W-10--6.2</b> Selecting appropriate and relevant information (excluding extraneous details) to set context (State)  <b>W-10-7 In informational writing, students effectively convey purpose by...</b>  <b>W-10-7.1</b> Establishing a topic (State)  <b>W-10-7.2</b> Stating and maintaining a focus/controlling idea/thesis (State)  <b>W-10-7.3</b> Writing with a sense of audience, when appropriate (State)  <b>W-10-7.4</b> Establishing an authoritative voice (State)  <b>W-10-7.5</b> Using precise and descriptive language that clarifies and supports intent (State)  <b>W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</b>  <b>W-10-8.1</b> Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)  <b>W-10-8.2</b> Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)  <b>W-10-8.3</b> Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)</p> <p><b>OC-10-1 In oral communication, students demonstrate interactive listening by ...</b>  <b>OC-10-1.1</b> Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)  <b>OC-10-1.2</b> Summarizing, paraphrasing, questioning, or contributing to information presented (Local)  <b>OC-10-1.3</b> Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)  <b>OC-10-1.4</b> Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p>

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