We the People ~ The Citizens & The Constitution Level 3

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

ALIGNMENT TO HIGH SCHOOL GLE
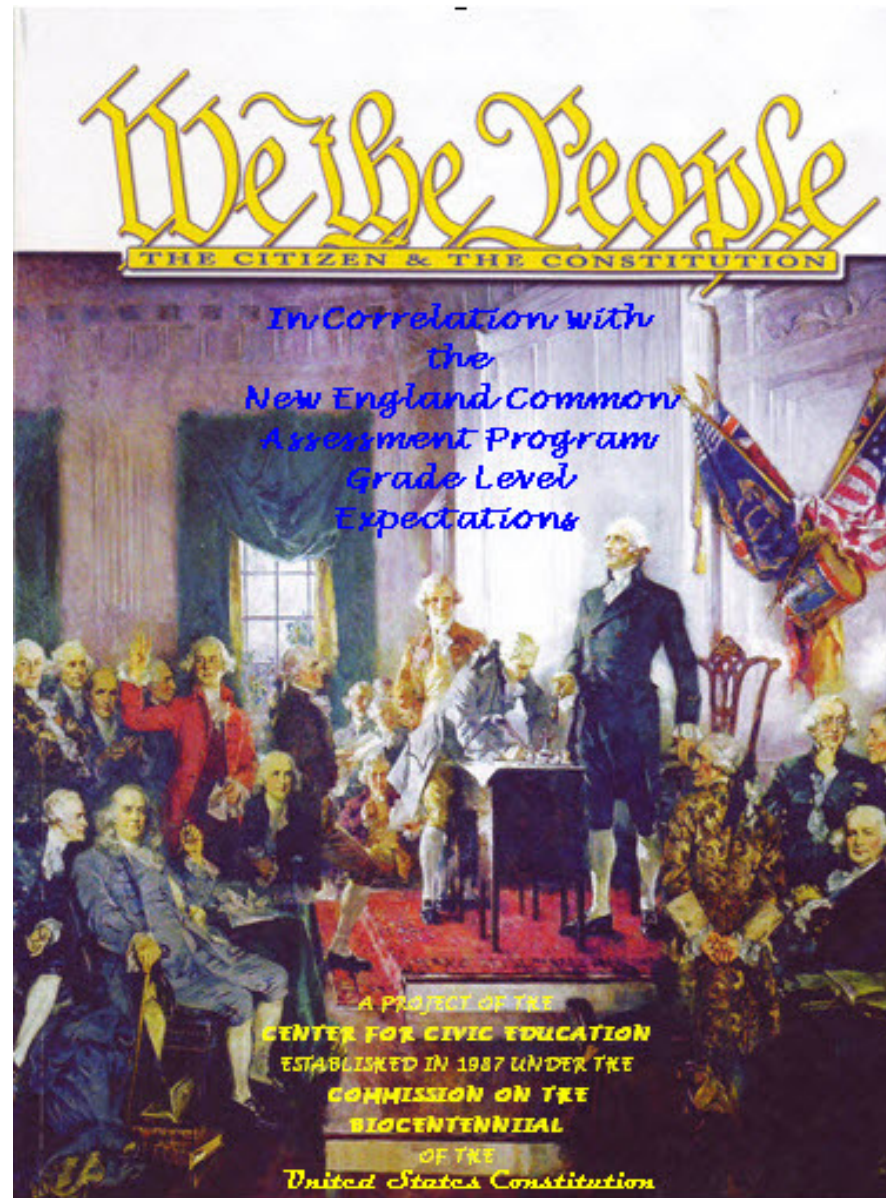*OCTOBER 2008*

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The following GSEs are addressed in every unit.

Reading GSE's
R–10–1 Applies word identification/ decoding strategies by …
- **R–10–1.1** Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)
- **R–10–2 Students identify the meaning of unfamiliar vocabulary by…**
- **R—10–2.1a** Using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (State)
- **R—10–2.1b** Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge (Local)

R–10–3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…
- **R–10–3.1** Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English (State)
- **R–10–3.2** Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (State) EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage.

R—10—12Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by…
• R—10—12.1 Using a range of self-monitoring and self correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)

R —10—13Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text (Local)
EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind);making connections (text to self , text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential) (Local)(See also Appendix D)

R—10—14Demonstrates the habit of reading widely and extensively*by…
- R—10—14.1 Reading with frequency, including in school, out-of-school, and summer reading (Local)
- R—10—14.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local)(See Appendix A)
- R—10—14.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)

R—10—17Demonstrates participation in a literate community by…
- R—10—17.1 Self-selecting reading materials in line with reading ability and personal interests (Local)
- R—10—17.2 Participating in in-depth discussions about text, ideas, and student writing by offering
  comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations
  of peers, librarians, teachers, and others   (Local)

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Writing GSEs

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

W−10−1Students demonstrate command of the structures of sentences, paragraphs, and text by...
- W-10-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)
- W-10-1.2 Using paragraph structures appropriately (e.g., block or indented format (Local)
- W-10-1.3 Recognizing organizational structures within paragraphs or within texts (State)

EXAMPLES (of text structures): description, sequence, chronology, proposition/ support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive
- W-10-1.4 Applying a format and text structure appropriate to purpose, audience, and context (State)
- W-10-1.6 Applying directionality as appropriate to text (Local)

W-10-9 <u>In</u> 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
An Introduction to the Study of the Constitution...		
WHAT DO YOU KNOW ABOUT THE DECLARATION OF INDEPENDENCE? **WHAT DO YOU KNOW ABOUT THE CONSTITUTION?** **WHAT DO YOU KNOW ABOUT THE BILL OF RIGHTS?** **WHAT DO YOU KNOW ABOUT THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP?** **WHERE CAN THE MOST IMPORTANT PROTECTION OF RIGHTS BE FOUND?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Span Expectations	NECAP/Rhode Island Writing Grade Span Expectations
Unit One: WHAT ARE THE PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM?		
LESSON 1 ***WHAT DID IHE FOUNDERS THINK ABOUT CONSTITUTIONAL GOVERNMENT?***	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) **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 2

WHAT IDEAS ABOUT CIVIC LIFE INFORMED THE FOUNDING GENERATION? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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 n(State)
W–10–3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

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) |

| LESSON 3

WHAT HISTORICAL DEVELOPMENTS INFLUENCED MODERN IDEAS OF INDIVIDUAL RIGHTS? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) |

LESSON 4	R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...	W–10–6 In informational writing, students organize ideas/concepts by ...
WHAT WERE THE BRITISH ORIGINS OF AMERICAN CONSTITUTIONALISM?	**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)	**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
	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)	**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)
	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)	**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)
	R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	**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 ...
	R–10–8 Analyze and interpret informational text, citing evidence as appropriate by...	**W-10-8.1** Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)
	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.	**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)
	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?	**W-10-8.3** Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)
	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-10-8.4** Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)
	R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)	**OC-10-1 In oral communication, students demonstrate interactive listening by ...**
	R–10–8.5 Making inferences about causes and/or effects (State)	**OC—10—1.1** Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)
	R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)	**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...*May be addressed during the Critical Thinking exercise on page 32.
		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)

LESSON 4 CONTD.		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)
LESSON 5 **WHAT BASIC IDEAS ABOUT RIGHTS AND CONSTITUTIONAL GOVERNMENT DID COLONIAL AMERICANS HOLD?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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	

LESSON 5 CONTD.		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-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by…** **W-10-14.1** Engaging the reader by establishing context (purpose) (State) **W-10-14.2** Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State) **W-10-14.3** Using an organizational structure that allows for a progression of ideas to develop (State) **W-10-14.4** Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State) **W-10-14.5** Providing closure - leaving the reader with something to think about (State)	

We the People ~ The Citizens & The Constitution Level 3

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

LESSON 6 **WHY DID AMERICAN COLONISTS WANT TO FREE THEMSELVES FROM GREAT BRITAIN?**	**R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...**	**W–10–6 In informational writing, students organize ideas/concepts by …**

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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes and/or effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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)
OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)

| LESSON 7

WHAT BASIC IDEAS ABOUT GOVERNMENT AND RIGHTS DID THE STATE CONSTITUTIONS INCLUDE? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
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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)
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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 3

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 Grade Span Expectations	NECAP/Rhode Island Writing Grade Span Expectations
Unit Two: HOW DID THE FRAMERS CREATE THE CONSTITUTION?		
LESSON 8 **WHAT WERE THE ARTICLES OF CONFEDERATION, AND WHY DID SOME FOUNDERS WANT TO CHANGE THEM?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes and/or effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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) **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…*May be addressed during the Critical Thinking exercise on page 62.** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)

LESSON 8 CONTD.		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)
LESSON 9 *HOW WAS THE PHILADELPHIA CONVENTION ORGANIZED?*	**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–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State) **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

LESSON 9 CONTD.	**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…** **R—10—15.1** Identifying and evaluating potential sources of information (Local) **R—10—15.2** Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local) **R—10—15.3** Organizing, analyzing, and interpreting the information (Local) **R—10—15.4** Drawing conclusions/judgments and supporting them with evidence (Local)	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)
LESSON 10 ***WHY WAS REPRESENTATION A MAJOR ISSUE AT THE PHILADELPHIA CONVENTION?***	**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	**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–10–2 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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) **W–10–4In written narratives, students organize and relate a story line/plot/series of events by…**

LESSON 10 CONTD.	(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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State)	**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) **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) **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)

| LESSON 11

 WHAT QUESTIONS DID THE FRAMERS CONSIDER IN DESIGNING THE THREE BRANCHES OF THE NATIONAL GOVERNMENT? | **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)
 R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
 R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
 R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
 OC-10-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) |

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LESSON 12	R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...	OC-10-1 In oral communication, students demonstrate interactive listening by ...
HOW DID THE DELEGATES DISTRIBUTE POWERS BETWEEN NATIONAL AND STATE GOVERNMENTS?	**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)	**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)
	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)	**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)
	R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...	**OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
	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)	**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)
	R–10–7: Demonstrate initial understanding of informational texts (expository and practical texts) by...	EXAMPLES (of text structures):sequence (in procedures),chronology, proposition/support, compare/contrast problem/solution, cause/effect, investigation, deductive/inductive reasoning
	R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	**W-10--6.2** Selecting appropriate and relevant information (excluding extraneous details) to set context (State)
	R–10–8 Analyze and interpret informational text, citing evidence as appropriate by...	**W–10–7 In informational writing, students effectively convey purpose by...**
	R–10–8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)	**W–10–7.1** Establishing a topic (State)
	EXAMPLE: Students are asked to compare information presented in two textual excerpts.	**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)
	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?	**W–10–7.4** Establishing an authoritative voice (State)
		W-10-7.5 Using precise and descriptive language that clarifies and supports intent (State)
	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–10–8 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)
	R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (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)
	R–10–8.5 Making inferences about causes and/or effects (State)	**W-10-8.3** Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)
	R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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)

| LESSON 13

WHAT WAS THE ANTI-FEDERALIST POSITION IN THE DEBATE ABOUT RATIFICATION? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes and/or effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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)
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) |

| LESSON 14

WHAT WAS THE FEDERALIST POSITION IN THE DEBATE ABOUT RATIFICATION? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
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) |

We the People ~ The Citizens & The Constitution Level 3
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
Unit Three: HOW HAS THE CONSTITUTION BEEN CHANGED TO FURTHER THE IDEALS CONTAINED IN THE Declaration OF INDEPENDENCE?		
LESSON 15 *HOW HAVE AMENDMENTS AND JUDICIAL REVIEW CHANGED THE CONSTITUTION?*	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes and/or effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) **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

LESSON 15 CONTD.		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 **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)

| LESSON 16

WHAT IS THE ROLE OF THE POLITICAL PARTIES IN THE CONSTITUTIONAL SYSTEM? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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)
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 |

LESSON 16 CONTD.		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)
LESSON 17 ***HOW DID THE CIVIL WAR TEST AND TRANSFORM THE AMERICAN CONSTITUTIONAL SYSTEM?***	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State) **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

LESSON 17 CONTD.		(Local) **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)
LESSON 18 ***HOW HAS THE DUE PROCESS CLAUSE O THE FOURTEENTH AMENDMENT CHANGED THE CONSTITUTION?***	**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)	**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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

LESSON 18CONTD.	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **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)

| LESSON 19

HOW HAS THE EQUAL PROTECTION CLAUSE OF THE FOURTEENTH AMENDMENT CHANGED THE CONSTITUTION? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
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) |

LESSON 20	R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…	OC-10-1 In oral communication, students demonstrate interactive listening by …
HOW HAS THE RIGHT TO VOTE BEEN EXPANDED SINCE THE ADOPTION OF THE CONSTITUTION?	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State)	**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) **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)

We the People ~ The Citizens & The Constitution Level 3

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
Unit Four: HOW HAVE THE VALUES AND PRINCIPLES EMBODIED IN THE CONSTITUTION SHAPED AMERICAN INSTITUTIONS AND PRACTICES?		
LESSON 21 **WHAT IS THE ROLE OF CONGRESS IN AMERICAN CONSTITUTIONAL DEMOCRACY?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **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 3
In correlation with the New England Common Assessment Program (NECAP) Grade Span Expectations (GSEs)

LESSON 22 **HOW DOES CONGRESS PERFORM ITS FUNCTIONS IN THE AMERICAN CONSTITUTIONAL SYSTEM?**	**R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…**	**W–10–6 In informational writing, students organize ideas/concepts by …**
	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)	**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
	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)	**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…**
	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)	**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)
	R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)	**W–10–8 In informational writing, students demonstrate use of a range of elaboration strategies by …**
	R–10–8 Analyze and interpret informational text, citing evidence as appropriate by…	**W-10-8.1** Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)
	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.	**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)
	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?	**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)
	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)
	R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes and/or effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)	**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)

| LESSON 23

WHAT IS THE ROLE OF THE PRESIDENT IN THE AMERICAN CONSTITUTIONAL SYSTEM? | **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)
R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes <u>and/or</u> effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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)
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)
LESSON 23 CONTD.		
LESSON 24 ***HOW ARE NATIONAL LAWS ADMINISTERED IN THE AMERICAN CONSTITUTIONAL SYSTEM?***	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **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 n(State)

LESSON 24 CONTD.		**W−10−3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)
LESSON 25 ***WHAT IS THE ROLE OF THE SUPREME COURT IN THE AMERICAN CONSTITUTIONAL SYSTEM?***	**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) **R−10−8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R−10−8.5** Making inferences about causes and/or effects (State) **R−10−8.6** Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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) **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 n(State) **W−10−3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

LESSON 26	R–10–7 Demonstrate initial understanding of informational texts (expository and practical texts) by…	W–10–6 In informational writing, students organize ideas/concepts by …
HOW DOES AMERICAN FEDERALISM WORK?	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) R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) R–10–8.5 Making inferences about causes <u>and/or</u> effects (State) R–10–8.6 Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State)	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) 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 3

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
Unit Five: WHAT RIGHTS DOES THE BILL OF RIGHTS PROTECT?		
LESSON 27 **WHAT ARE BILLS OF RIGHTS AND WHAT KINDS OF RIGHTS DOES THE U.S. BILL OF RIGHTS PROTECT?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) **OC—10—2In oral communication, students make oral presentations by…** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)

LESSON 27 CONTD.		**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 n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

| LESSON 28

HOW DOES THE FIRST AMENDMENT AFFECT THE ESTABLISHMENT AND FREE EXERCISE OF RELIGION? | **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)

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) |

| LESSON 29

HOW DOES THE FIRST AMENDMENT PROTECT FREE EXPRESSION? | **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)
R−10−8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R−10−8.5 Making inferences about causes <u>and/or</u> effects (State)
R−10−8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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—2In oral communication, students make oral presentations by…
OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
OC—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−10−6 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 |

LESSON 29 CONTD.		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) **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 n(State) **W−10−3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

| LESSON 30

HOW DOES THE FIRST AMENDMENT PROTECT FREEDOM TO ASSEMBLE, PETITION, AND ASSOCIATE? | **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)
R−10−8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R−10−8.5 Making inferences about causes and/or effects (State)
R−10−8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (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)

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 |

LESSON 30 CONTD.		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)
LESSON 31 ***HOW DO THE FOURTH AND FIFTH AMENDMENTS PROTECT AGAINST UNREASONABLE LAW ENFORCEMENT PROCEDURES?***	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **(When responses are written)** **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

LESSON 31 CONTD.		techniques, or point of view**;** making links to characteristics of literary forms or genres **W–10–3.3** Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions n(State) **W–10–3.4** Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)
LESSON 32 *HOW DO THE FIFTH, SIXTH, AND EIGHTH AMENDMENTS PROTECT RIGHTS WITHIN THE JUDICIAL SYSTEM?*	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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—2In oral communication, students make oral presentations by…** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) **OC—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–10–6 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)

LESSON 32 CONTD.			**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)

We the People ~ The Citizens & The Constitution Level 3
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
Unit Six: *WHAT CHALLENGES MIGHT FACE AMERICAN CONSTITUTIONAL DEMOCRACY IN THE TWENTY-FIRST CENTURY?*		
LESSON 33 *WHAT DOES IT MEAN TO BE A CITIZEN?*	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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) **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

LESSON 33 CONTD.		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)
LESSON 34 **WHAT IS THE IMPORTANCE O CIVIC ENGAGEMENT TO AMERICAN CONSTITUTIONAL DEMOCRACY?**	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information (<u>e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (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—2In oral communication, students make oral presentations by…** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) **OC—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–10–6 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)

LESSON 34 CONTD.		**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)
LESSON 35 *HOW HAVE CIVIL RIGHTS MOVEMENTS RESULTED IN FUNDAMENTAL POITICAL AND SOCIAL CHANGE IN THE UNITED STATES?*	**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) **OC—10—2In oral communication, students make oral presentations by…** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) **OC—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) **(When responses are written)** **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)

| LESSON 35 CONTD. | R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)
R–10–8.5 Making inferences about causes and/or effects (State)
R–10–8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (State)
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…
R–10–15.1 Identifying and evaluating potential sources of information (Local)
R–10–15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)
R–10–15.3 Organizing, analyzing, and interpreting the information (Local)
R–10–15.4 Drawing conclusions/judgments and supporting them with evidence (Local) | 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)
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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) |
| **LESSON 36**

HOW HAVE AMERICAN POLITICAL IDEAS AND THE AMERICAN CONSTITUTIONAL SYSTEM INFLUENCED OTHER NATIONS? | **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)
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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 | **OC-10-1 In oral communication, students demonstrate interactive listening by …**
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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, |

LESSON 36 CONTD.	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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State)	speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local) **(When responses are written)** **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)

LESSON 37 *WHAT KEY CHALLENGES DOES THE UNITED STATES FACE IN THE FUTURE?*	**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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State) **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…** R–10–15.1 Identifying and evaluating potential sources of information (Local) R–10–15.2 Evaluating <u>and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local) R–10–15.3 Organizing, analyzing, and interpreting the information (Local) R–10–15.4 <u>Drawing conclusions/judgments</u> and supporting them with evidence (Local)	**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) **(When responses are written)** **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

LESSON 37 CONTD.		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) **W–10–14In reflective writing, students explore and share thoughts, observations, and impressions by...** W–10–14.1 Engaging the reader by establishing context (purpose) (State) W–10–14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State) W–10–14.3 Using an organizational structure that allows for a progression of ideas to develop (State) W–10–14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State) W–10–14.5 Providing closure - leaving the reader with something to think about (State) W–12–14.6 Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local) **(Page 279 Family History)** EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.
LESSON 38 **WHAT ARE THE CHALLENGES OF THE PARTICIPATION OF THE UNITED STATES IN WORLD AFFAIRS?**	**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)	**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—2In oral communication, students make oral presentations by...** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) **OC—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,

LESSON 38 CONTD.	(e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: How does the title of the article reflect the author's perspective? **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) **R–10–8.4** Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State) **R–10–8.5** Making inferences about causes <u>and/or</u> effects (State) **R–10–8.6** Evaluating the clarity and accuracy of information <u>(e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u> (State)	voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local) **(When responses are written)** **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)
LESSON 39 ***WHAT DOES RETURNING TO FUNDAMENTAL PRINCIPLES MEAN?***	**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)	**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—2In oral communication, students make oral presentations by…** **OC—10—2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local) **OC—10--2.2** Maintaining a consistent focus (Local) **OC—10—2.3** Including smooth transitions, supporting thesis with well-chosen

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