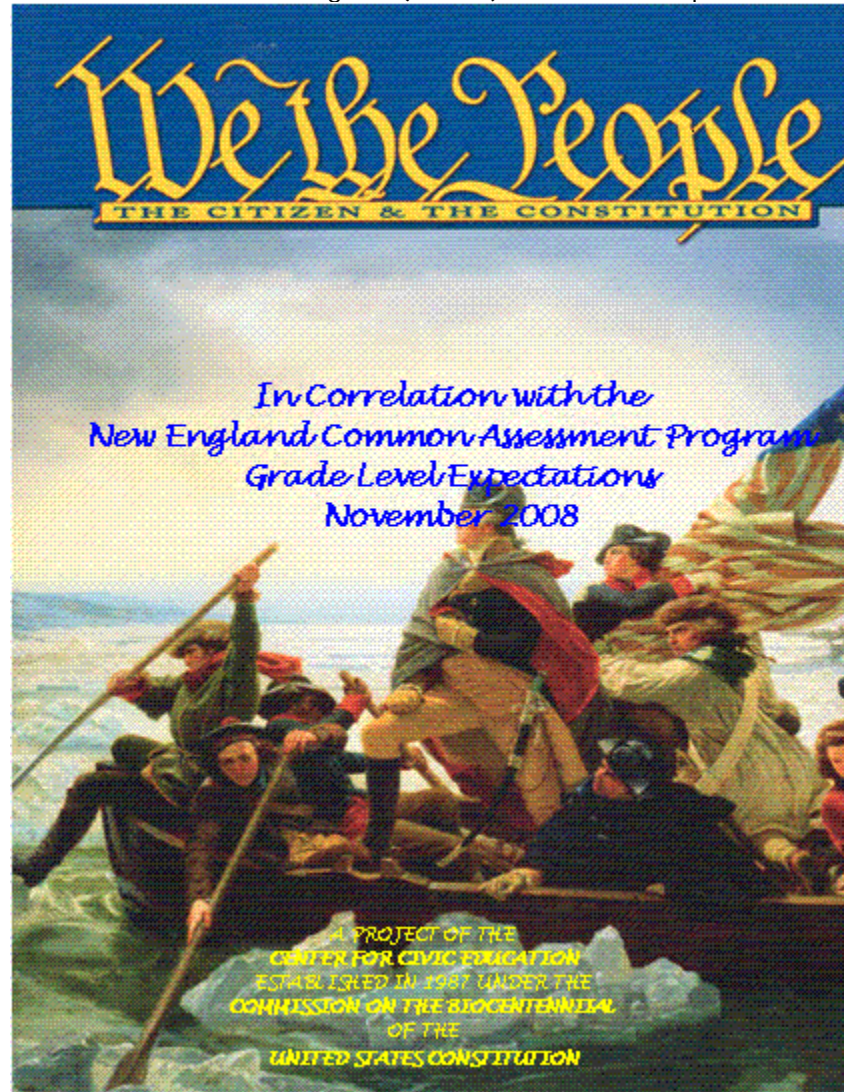


We the People The Citizen & The Constitution Level 1

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



**ALIGNMENT TO ELEMENTARY SCHOOL GLE
OCTOBER 2008**

We the People The Citizen & The Constitution Level 1

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The following Grade Level Expectations are addressed in every unit.

Reading Grade Level Expectations (Grades 5 & 6)

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

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

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

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

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

- **R–5–3.1 or R-6-3.1** Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning (State) EXAMPLE: (of shades of meaning): tired, exhausted
- **R–5–3.2 or R-6-3.2** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)
EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage would having a “spring” be necessary for survival? Explain how you know.

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

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

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

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

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

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

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

- **R–5–17.1 or R–6–17.1** Self-selecting reading materials aligned with reading ability and personal interests (Local)

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

Writing Grade Level Expectations (Grades 5 & 6)

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

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

- **W5-1.1 or W-6-1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)
- **W5-1.2 or W-6-1.2** Using the paragraph form: indenting, main idea, supporting details (Local)
- **W5-1.3 or W-6-1.3** Recognizing organizational structures *within* paragraphs (Local)
EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast
EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure
- **W-6-1.4** Applying a format and text structure appropriate to the purpose of the writing (Local)
- **W-5-1.5 or W-6-1.5** Subsumed in **W-5-1.1 or W-6-1.1**
- **W-5-1.6 or W-6-1.6** Applying directionality as appropriate to text (Local)
EXAMPLE: double-columned text

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

- **W-5-9.1** Identifying or correcting grammatical errors (Local)
- **W-6-9.1** Applying rules of standard English usage to correct grammatical errors (Local)
EXAMPLES: subject-verb agreement, irregular plurals, sentence fragments and run-on
- **W-5-9.2 or W-6-9.2** Applying basic capitalization rules (Local)
EXAMPLES: commas, apostrophes, quotation marks
- **W-5-9.3 or W-6-9.3** Subsumed in **W-5-9.4 or W-6-9.4**
- **W-5-9.4 or W-6-9.4** Using punctuation to clarify meaning (Local)
EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes
- **W-5-9.5 or W-6-9.5** Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local)
EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Standards
Unit One: What basic ideas about government did the Founders have?		
<p>Lesson 1</p> <p><i>What were the British colonies in America like in the 1700s?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...</p> <p>R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local)</p> <p>R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local)</p> <p>R-5-15.2 or R-6-15.2 <u>Evaluating information presented, in terms of relevance</u> (Local)</p> <p>R-5-15.3 or 6-15.3 <u>Gathering, organizing, and interpreting the information</u> (Local)</p> <p>R-5-15.4 or R-6-15.4 <u>Using evidence to support conclusions</u> (Local)</p>	<p>W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... Page 12</p> <p>W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local)</p> <p>W-5-2.2 or W-6-2.2 Summarizing key ideas (Local)</p> <p>W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)</p> <p>W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)</p> <p>W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local)</p> <p>EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p>

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		<p>OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
<p>Lesson 2</p> <p><i>Why did the Founders believe that people needed a government?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State) R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local) R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local) R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of relevance (Local) R-5-15.3 or 6-15.3 Gathering, organizing, and interpreting the information (Local) R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)</p>	<p>W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <p>W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local) W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local) W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local) W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local) W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

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

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<p>Lesson 3 CONTD.</p>		<p>OC–5–2.3 or OC–6–2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC–5–2.4 Providing effective and appropriate feedback to audience and <u>small groups</u> (Local) OC–6–2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC–5–2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC–6–2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
<p>Lesson 4</p> <p><i>What is a constitutional government?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><u>When responses are written</u></p> <p>W–6–6 In informational writing, students organize ideas/concepts by ...</p> <p>W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by...</p> <p>W–6–7.1 Establishing a topic (Local) W–6–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W–6–8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W–6–8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W–6–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W–6–8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p>

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<p>Lesson 4 CONTD.</p>		<p>OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local) OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
<p>Lesson 5</p> <p><i>What ideas did the Founders use in the Declaration of Independence?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>W-6-6 In informational writing, students organize ideas/concepts by ...</p> <p>W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by...</p> <p>W-6-7.1 Establishing a topic (Local) W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W-6-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive</p>

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

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<p>Lesson 6 CONTD.</p>	<p>message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>idea, and excluding extraneous information (Local) W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by... OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
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Unit Two: How did the Founders write our Constitution?		
<p>Lesson 7</p> <p><i>What was the first national government like?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R–15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... page 62</p> <p>R–5–15.1 <u>Identifying potential sources of information from those provided</u> (Local)</p> <p>R–5–15.1 or R–6–15.1 <u>Identifying potential sources of information</u> (Local)</p> <p>R–5–15.2 or R–6–15.2 Evaluating information presented, in terms of relevance (Local) R–6–15.3 Gathering, organizing, and interpreting the information (Local)</p> <p>R–5–15.4 or R–6–15.4 Using evidence to support conclusions (Local)</p>	<p>W–6 In informational writing, students organize ideas/concepts by ...</p> <p>W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W–5–6.2 Selecting appropriate information to set the context (Local)</p> <p>W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W–6–6.5 <u>Listing sources</u> (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by...</p> <p>W–5–7.1 or W–6–7.1 Establishing a topic (Local)</p> <p>W–5–7.2 or W–6–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W–8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W–5–8.1 or W–6–8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W–5–8.2 or W–6–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)</p> <p>W–5– 8.3 Not assessed at this grade level</p> <p>W–6–8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>W–2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <p>W–5–2.1 or W–6–2.1 Selecting appropriate information to set</p>

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<p><i>Lesson 7 contd.</i></p>		<p>context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local) W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)</p> <p>W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)</p> <p>W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing</p> <p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ...</p> <p>OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local)</p> <p>OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local)</p> <p>OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts</p> <p>OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local)</p> <p>OC-6-2.4 <u>Effectively responding to audience questions and feedback</u></p>
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<p>Lesson 7 CONTD.</p>		<p>(Local) OC–5–2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC–6–2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W-4 In written narratives, students organize and relate a story line/plot/series of events by... W–5–4.1 or W–6–4.1 <i>Creating a clear and coherent (logically consistent) story line</i> (Local) W–5–4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> (Local) W–6–4.2 Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1st person, 3rd person, or omniscient)</u> (Local) W–6–4.3 or W–6–4.3 Using transition words/phrases to establish clear chronology and to enhance meaning (Local)</p> <p>W–5 Students demonstrate use of narrative strategies by... W–5–5.1 Using relevant and descriptive details <u>to advance the plot/story line</u> (Local) W–6–5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) W–5–5.2 or W–6–5.2 Using dialogue to advance plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine. W–5–5.3 <u>Developing characters through description</u> (Local) W–6–5.3 Developing characters through description, <u>dialogue, and actions</u> (Local)</p>
<p>Lesson 8</p> <p><i>How was the Philadelphia Convention organized?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by... R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by... R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i></p>	<p>W–6 In informational writing, students organize ideas/concepts by ... W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W–5–6.2 Selecting appropriate information to set the context (Local) W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local) W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W–6–6.5 <u>Listing sources</u> (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by... W–5–7.1 or W–6–7.1 Establishing a topic (Local)</p>

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<p>Lesson 8 CONTD.</p>	<p>texts (State) R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ...</p> <p>OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
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<p>Lesson 9</p> <p><i>How many representatives should each state have in Congress?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.2 or R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p><u>When responses are written</u></p> <p>W–6 In informational writing, students organize ideas/concepts by ...</p> <p>W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W–5–6.2 Selecting appropriate information to set the context (Local)</p> <p>W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W–6–6.5 <u>Listing sources</u> (Local)</p> <p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC–5–1.5 or OC–6–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
<p>Lesson 10</p> <p><i>What did the Framers do about the problem of slavery?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p>	<p>W–2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... Page 12</p> <p>W–5–2.1 or W–6–2.1 Selecting appropriate information to set context/background (Local)</p> <p>W–5–2.2 or W–6–2.2 Summarizing key ideas (Local)</p> <p>W–5–2.3 or W–6–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W–3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W–5–3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)</p> <p>W–6–3.1 Stating and maintaining a focus (purpose), <u>a firm judgment,</u></p>

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<p>Lesson 10 CONTD.</p>	<p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.2 or R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R–15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by...</p> <p>R–5–15.1 <u>Identifying potential sources of information from those provided</u> (Local)</p> <p>R–5–15.1 or R–6–15.1 <u>Identifying potential sources of information</u> (Local)</p> <p>R–5–15.2 or R–6–15.2 Evaluating information presented, in terms of relevance (Local)</p> <p>R–5–15.3 or 6–15.3 Gathering, organizing, and interpreting the information (Local)</p> <p>R–5–15.4 or R–6–15.4 Using evidence to support conclusions (Local)</p>	<p><u>or point of view</u> when responding to a given question (Local)</p> <p>W–5–3.2 Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W–6–3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local)</p> <p>EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W–5–3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W–6–3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W–5–3.4 or W–6–3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p> <p>W-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <p>W–5–4.1 or W–6–4.1 <i>Creating a clear and coherent (logically consistent) story line</i> (Local)</p> <p>W–5–4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> (Local)</p> <p>W–6–4.2 Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1st person, 3rd person, or omniscient)</u> (Local)</p> <p>W–6–4.3 or W–6–4.3 Using transition words/phrases to establish clear chronology and to enhance meaning (Local)</p> <p>W–5 Students demonstrate use of narrative strategies by...</p> <p>W–5–5.1 Using relevant and descriptive details <u>to advance the plot/story line</u> (Local)</p> <p>W–6–5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local)</p> <p>W–5–5.2 or W–6–5.2 Using <u>dialogue to advance plot/story line</u> (Local)</p> <p>EXAMPLE: I could hear bells ringing. It sent shivers down my spine.</p> <p>W–5–5.3 <u>Developing characters through description</u> (Local)</p> <p>W–6–5.3 Developing characters through description, <u>dialogue, and actions</u> (Local)</p> <p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC–5–1.5 or OC–6–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Grade Level Expectations
Unit Three: How does the Constitution organize our government?		
<p>Lesson 11</p> <p><i>What basic ideas about government are included in the Preamble to the Constitution?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.2 or R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>W–2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <p>W–5–2.1 or W–6–2.1 Selecting appropriate information to set context/background (Local)</p> <p>W–5–2.2 or W–6–2.2 Summarizing key ideas (Local)</p> <p>W–5–2.3 or W–6–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W–3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W–5–3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)</p> <p>W–6–3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)</p> <p>W–5–3.2 Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W–6–3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local)</p> <p>EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W–5–3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W–6–3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W–5–3.4 or W–6–3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p> <p>W-4 In written narratives, students organize and relate a story line/plot/series of events by...</p> <p>W–5–4.1 or W–6–4.1 <i>Creating a clear and coherent (logically consistent) story line</i> (Local)</p> <p>W–5–4.2 <u>Establishing context (setting or background information), problem/conflict/challenge, and resolution</u> (Local)</p> <p>W–6–4.2 Establishing context, problem/conflict/ challenge, and resolution, and <u>maintaining point of view, (1st person, 3rd person, or</u></p>

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<p>Lesson 11 CONTD.</p>		<p><u>omniscient</u>) (Local) W-6-4.3 or W-6-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning (Local)</p> <p>W-5 Students demonstrate use of narrative strategies by... W-5-5.1 Using relevant and descriptive details <u>to advance the plot/story line</u> (Local) W-6-5.1 Using relevant and descriptive details <u>and sensory language</u> to advance the plot/story line (Local) W-5-5.2 or W-6-5.2 Using dialogue to advance plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine. W-5-5.3 <u>Developing characters through description</u> (Local) W-6-5.3 Developing characters through description, <u>dialogue, and actions</u> (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by... OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p>
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<p>Lesson 12</p> <p><i>How does the Constitution limit the powers of our government?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.1 or R-6-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>W-6 In informational writing, students organize ideas/concepts by ...</p> <p>W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W-5-6.2 Selecting appropriate information to set the context (Local)</p> <p>W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W-6-6.5 <u>Listing sources</u> (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by...</p> <p>W-5-7.1 or W-6-7.1 Establishing a topic (Local)</p> <p>W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)</p> <p>W-5- 8.3 Not assessed at this grade level</p> <p>W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

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

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

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<p>Lesson 14 CONTD.</p>	<p>(e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W–5–3.3 Using specific details and references to text <u>or citations</u> to support focus (Local) W–6–3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local) W–5–3.4 or W–6–3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p> <p>OC–1 In oral communication, students demonstrate interactive listening by... OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC–5–1.5 or OC–6–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC–2 In oral communication, students make oral presentations by ... OC–5–2.1 or OC–6–2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC–5–2.2 or OC–6–2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC–5–2.3 or OC–6–2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC–5–2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC–6–2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC–5–2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC–6–2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W–6 In informational writing, students organize ideas/concepts by ... W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W–5–6.2 Selecting appropriate information to set the context (Local) W–6–6.2 Selecting appropriate information to set context, <u>which</u></p>
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<p>Lesson 14 CONTD</p>		<p><u>may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local) W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W–6–6.5 <u>Listing sources</u> (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by...</p> <p>W–5–7.1 or W–6–7.1 Establishing a topic (Local) W–5–7.2 or W–6–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W–8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W–5–8.1 or W–6–8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W–5–8.2 or W–6–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W–5– 8.3 Not assessed at this grade level W–6–8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p>
<p>Lesson 15</p> <p><i>What is the judicial branch?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State) R–5–8.2 or R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State) R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or</p>	<p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC–5–1.5 or OC–6–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

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	<p>forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	
<p>Lesson 16</p> <p><i>How did the Constitution create a federal system of government?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.2 or R–6–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R–15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to <u>make a decision</u>, or to formulate a judgment by...</p> <p>R–5–15.1 <u>Identifying potential sources of information from those provided</u> (Local)</p> <p>R–5–15.1 or R–6–15.1 <u>Identifying potential sources of information</u> (Local)</p> <p>R–5–15.2 or R–6–15.2 Evaluating information presented, in terms of relevance (Local)</p> <p>R–5–15.3 or 6–15.3 Gathering, organizing, and interpreting the information (Local)</p> <p>R–5–15.4 or R–6–15.4 Using evidence to support conclusions (Local)</p>	<p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC–5–1.5 or OC–6–1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p><u>When responses are written</u></p> <p>W–6 In informational writing, students organize ideas/concepts by ...</p> <p>W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W–5–6.2 Selecting appropriate information to set the context (Local)</p> <p>W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W–6–6.5 <u>Listing sources</u> (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by...</p> <p>W–5–7.1 or W–6–7.1 Establishing a topic (Local)</p> <p>W–5–7.2 or W–6–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W–8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W–5–8.1 or W–6–8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W–5–8.2 or W–6–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)</p> <p>W–5– 8.3 Not assessed at this grade level</p> <p>W–6–8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p>

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

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

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<p><i>Lesson 18 contd.</i></p>		<p>OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local)</p> <p>OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local)</p> <p>OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts</p> <p>OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local)</p> <p>OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local)</p> <p>OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local)</p> <p>OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <p>W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local)</p> <p>W-5-2.2 or W-6-2.2 Summarizing key ideas (Local)</p> <p>W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W-3 In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local)</p> <p>W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)</p> <p>W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p>
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<p>Lesson 19</p> <p><i>How does the Constitution protect your right to equal protection of the laws?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.1 or R-6-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>OC-1 In oral communication, students demonstrate interactive listening by...</p> <p>OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p><u>When responses are written</u></p> <p>W-6 In informational writing, students organize ideas/concepts by ...</p> <p>W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W-5-6.2 Selecting appropriate information to set the context (Local)</p> <p>W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W-6-6.5 <u>Listing sources</u> (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by...</p> <p>W-5-7.1 or W-6-7.1 Establishing a topic (Local)</p> <p>W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)</p> <p>W-5- 8.3 Not assessed at this grade level</p> <p>W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p>

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<p>Lesson 20</p> <p><i>How does the Constitution protect your right to due process of law?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.1 or R-6-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R-5-8.2 or R-6-8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)</p> <p>R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>	<p>W-6 In informational writing, students organize ideas/concepts by ... W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 <u>Listing sources</u> (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by... W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ... W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by... OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey</p>

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

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<p>Lesson 21CONTD.</p>		<p>OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by... W-5-2.1 or W-6-2.1 Selecting appropriate information to set context/background (Local) W-5-2.2 or W-6-2.2 Summarizing key ideas (Local) W-5-2.3 or W-6-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W-3 In response to literary or informational text, students make and support analytical judgments about text by... W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given question (Local) W-6-3.1 Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local) W-5-3.2 Making inferences about the content, events, characters, setting, or common themes (Local) W-6-3.2 Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme W-5-3.3 Using specific details and references to text <u>or citations</u> to support focus (Local) W-6-3.3 Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local) W-5-3.4 or W-6-3.4 Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p>
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We The People The Citizens & The Constitution	NECAP/Rhode Island Reading Grade Level Expectations	NECAP/Rhode Island Writing Grade Level Expectations
Unit Five: What are the responsibilities of citizens?		
<p>Lesson 22</p> <p><i>What is the role of the United States in the world today?</i></p>	<p>R–7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R–5–7.1 or R–6–7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p> <p>R–5–7.2 or R–6–7.2 Using information from the text to answer questions related to main/central ideas or key details (State)</p> <p>R–5–7.3 or R–6–7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p> <p>R–5–7.4 or R–6–7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R–8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R–5–8.1 or R–6–8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State)</p> <p>R–5–8.3 or R–6–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R–15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... page 62</p> <p>R–5–15.1 Identifying potential sources of information from those <u>provided</u> (Local)</p> <p>R–5–15.1 or R–6–15.1 Identifying potential sources of information (Local)</p> <p>R–5–15.2 or R–6–15.2 Evaluating information presented, in terms of relevance (Local) R–6–15.3 Gathering, organizing, and interpreting the information (Local)</p> <p>R–5–15.4 or R–6–15.4 Using evidence to support conclusions (Local)</p>	<p>W–6 In informational writing, students organize ideas/concepts by ...</p> <p>W–5–6.1 or W–6–6.1 Using an organizational text structure appropriate to focus/controlling idea (Local)</p> <p>EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast</p> <p>W–5–6.2 Selecting appropriate information to set the context (Local)</p> <p>W–6–6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local)</p> <p>EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p> <p>W–6–6.3 Using transition words or phrases appropriate to organizational text structure (Local)</p> <p>W–5–6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local)</p> <p>W–6–6.5 <u>Listing sources</u> (Local)</p> <p>W–7 In informational writing, students effectively convey purpose by...</p> <p>W–5–7.1 or W–6–7.1 Establishing a topic (Local)</p> <p>W–5–7.2 or W–6–7.2 Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W–8 In informational writing, students demonstrate use of a range of elaboration strategies by ...</p> <p>W–5–8.1 or W–6–8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W–5–8.2 or W–6–8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local)</p> <p>W–5– 8.3 Not assessed at this grade level</p> <p>W–6–8.3 Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC–1 In oral communication, students demonstrate interactive listening by...</p> <p>OC–5–1.1 or OC–6–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>OC–5–1.2 or OC–6–1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>OC–5–1.4 or OC–6–1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p>

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

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<p>Lesson 23 CONTD.</p>	<p>non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... page 62 R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local) R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local) R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of relevance (Local) R-6-15.3 Gathering, organizing, and interpreting the information (Local) R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)</p>	<p>discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p> <p>OC-2 In oral communication, students make oral presentations by ... OC-5-2.1 or OC-6-2.1 Demonstrating skills and <u>logical organization and language use</u> in interpersonal, small group and public exchanges (e.g., discussions, interviews) (Local) OC-5-2.2 or OC-6-2.2 Using verbal and nonverbal choices to convey consistent focus (Local) OC-5-2.3 or OC-6-2.3 Telling stories, giving information using details /elaboration and providing a coherent conclusion (Local) EXAMPLE: using books, pictures displays, graphics, or artifacts OC-5-2.4 Providing effective and appropriate feedback to audience <u>and small groups</u> (Local) OC-6-2.4 <u>Effectively responding to audience questions and feedback</u> (Local) OC-5-2.5 Using a variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures) (Local) OC-6-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p><u>When responses are written</u> W-6 In informational writing, students organize ideas/concepts by ... W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 <u>Listing sources</u> (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by... W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ... W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for</p>
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<p>Lesson 23 CONTD</p>		<p>appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p>
<p>Lesson 24</p> <p><i>How can citizens promote the common good?</i></p>	<p>R-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-5-7.1 or R-6-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.2 or R-6-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) R-5-7.3 or R-6-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State) R-5-7.4 or R-6-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R-8 Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>R-5-8.1 or R-6-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State) R-5-8.3 or R-6-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p> <p>R-15 Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or to make a decision, or to formulate a judgment by... page 62 R-5-15.1 <u>Identifying potential sources of information from those provided</u> (Local) R-5-15.1 or R-6-15.1 <u>Identifying potential sources of information</u> (Local) R-5-15.2 or R-6-15.2 Evaluating information presented, in terms of relevance (Local) R-6-15.3 Gathering, organizing, and interpreting the information (Local) R-5-15.4 or R-6-15.4 Using evidence to support conclusions (Local)</p>	<p>W-6 In informational writing, students organize ideas/concepts by ... W-5-6.1 or W-6-6.1 Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast W-5-6.2 Selecting appropriate information to set the context (Local) W-6-6.2 Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation W-6-6.3 Using transition words or phrases appropriate to organizational text structure (Local) W-5-6.5 Providing a list of resources (e.g. materials used in a tasks; sources used for references) (Local) W-6-6.5 <u>Listing sources</u> (Local)</p> <p>W-7 In informational writing, students effectively convey purpose by... W-5-7.1 or W-6-7.1 Establishing a topic (Local) W-5-7.2 or W-6-7.2 Stating and maintaining a focus/controlling idea on a topic (Local) W-8 In informational writing, students demonstrate use of a range of elaboration strategies by ... W-5-8.1 or W-6-8.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local) W-5-8.2 or W-6-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (Local) W-5- 8.3 Not assessed at this grade level W-6-8.3 Addressing readers' concerns (including counterarguments – in persuasive writing; addressing potential problems – in procedures; providing context – in reports) (Local)</p> <p>OC-1 In oral communication, students demonstrate interactive listening by... OC-5-1.1 or OC-6-1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local) OC-5-1.2 or OC-6-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented (Local) OC-5-1.4 or OC-6-1.4 Participating in large and small group discussions showing respect for a range of individual ideas (Local) OC-5-1.5 or OC-6-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

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