

Finding Relevance in Texts

Overview	Instructional Guidance
<p>Students will have opportunities to read and analyze a variety of texts to determine how character actions impact theme. Students will learn to analyze characters within texts. By the end, students will be able to connect to a variety of characters and themes in order to communicate their own ideas and opinions in writing.</p> <p><i>The lessons can adapt to e-learning using digital platforms such as Flipgrid, Seesaw, and Padlet.</i></p>	<p>As you work through the lesson sequence, you will notice places to stop for your students and you to formatively assess understandings for specific skills within the lesson. A learning progression for the specific skill is provided for you and the student at these stopping points in the instructional guidance column. Based on the performance students are working through as explained in the lesson sequence, you and your student will determine where they are within the progression in order to continue growing in that specific skill. These moments could include conferences, and reflections with students. At any point during these formative assessment opportunities, students may need an additional mini lesson focused on the Fundamental Reading and Writing Standards. Teachers should continue to address earlier standards and indicators as they apply to more complex skills. Students are expected to build upon and continue applying concepts learned previously.</p>
Skill Emphasis at a Glance	Instructional Guidance
<ul style="list-style-type: none"> ● Analyze characters within a text. ● Think critically about how character actions impact the theme of a text. <p>Evaluate multiple perspectives.</p>	<p>It is important to view reading and writing components in unison as literacy involves both the act of reading and writing concurrently. Avoid separately one task from the other. Students should write about their reading and read about their writing.</p>

Standards at a Glance	Instructional Guidance
<p>Inquiry:</p> <ul style="list-style-type: none"> ● Inquiry Standard 4: Synthesize integrated information to share learning and/or take action. ● 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. ● 4.2 Reflect on findings to build deeper understanding and determine next steps. ● 4.3 Determine appropriate tools and develop a plan to communicate findings and/or take informed action. <p>Reading:</p> <ul style="list-style-type: none"> ● RL-Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ● RL-5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. ● RL-Standard 6: Summarize key details and ideas to support analysis of thematic development. ● RL-6.1 Determine and analyze the development of a theme within a text; summarize using key details. ● RL-Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. ● RL-7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences. ● RL-7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities. ● RL-Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. ● RL-8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; <p>Writing:</p> <ul style="list-style-type: none"> ● W-Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, 	<p>Embedding grammar and editing Standards and Indicators may be needed throughout the mini-lessons</p>

<p>quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.</p> <ul style="list-style-type: none"> ● W-Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. ● W-6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity. <p>Communication:</p> <ul style="list-style-type: none"> ● C-Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. ● C-1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions. ● C-1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue. ● C-1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting. ● C-1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives. 	
<p>Text/Writing Sets and Resources</p>	<p>Instructional Guidance</p>
<p><u>Reading</u></p> <ul style="list-style-type: none"> ● <i>Malala’s Magic Pencil</i> (PB) - Malala Yousafzai (Fulcrum text) https://youtu.be/jlDXbTq2O68. Downloaded April 1, 2020. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● <p><u>Texture Texts-</u></p> <ul style="list-style-type: none"> ● <i>Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909</i> (PB) - Michelle Market https://youtu.be/MEPrAwYbiqk 	<p><u>Permission has been granted from publishers to use any on-line read alouds without copyright concerns through June 2020.</u></p>

<ul style="list-style-type: none"> ● <i>Dreams of Freedom in Words and Pictures</i> (PB-poetry and quotes) - in association with Amnesty International https://www.theguardian.com/childrens-books-site/gallery/2015/feb/11/dreams-of-freedom-human-rights-amnesty-intern ● Martin Luther King Jr.'s "I Have a Dream" speech https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com.scsl.idm.oclc.org/login.aspx?direct=true&db=khh&AN=21213403&site=eds-live <p><u>Context Texts-</u></p> <ul style="list-style-type: none"> ● Newsies (Reader's Theater): https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com.scsl.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=128112204&site=eds-live <p>Other Classroom Resources</p> <p><u>Additional Texts</u></p> <ul style="list-style-type: none"> ● Triangle Waist Factory Fire (Scholastic News) Digital Information for South Carolina Users (n.d.) Retrieved from https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com.scsl.idm.oclc.org/login.aspx?direct=true&db=prh&AN=134240605&site=eds-live <p>Malala the Brave (article) Digital Information for South Carolina Users (n.d.) Retrieved from Discus: https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com.scsl.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=92506509&site=eds-live</p> <ul style="list-style-type: none"> ● <i>The Youngest Marcher</i> (PB) - Cynthia Levinson ● <i>Let The Children March</i> (PB) - Monica Clark-Robinson ● <i>The Day You Begin</i> (PB) - Jacqueline Woodson 	
<p>I Can Statements</p> <ul style="list-style-type: none"> ● I can relate to characters in a text in order to understand how I see the world. ● I can think critically about the texts I read. ● I can connect ideas in my writing to illustrate a theme. 	<p>Instructional Guidance</p>
<p>Lesson Sequence</p>	<p>Instructional Guidance</p>

<ul style="list-style-type: none"> ● Conduct an Interactive Read Aloud with the text <i>Dreams of Freedom</i>. In the text, <i>Dreams of Freedom</i>, authors organize information in a text with a specific purpose in mind. As we read this text we will track our thinking about author’s purpose and record what we think the author’s intended message might be? Good readers ask questions about their thinking while they read, so we will want to ask, “Why do we think that? or How does the author show that?” ● Students will Stop and Jot what they think the book is about as the teacher reads it aloud. ● The teacher will model thinking with a think aloud and complete the chart. ● Gather additional ideas from students to record on the chart. Look back at the purposes the authors had in the book <i>Dreams of Freedom</i>, what are some common themes? Refer to chart and think about what theme or themes bubble up most in this book. Could there be more than one theme? Have students find evidence in the text to support their response. ● Have students write down a clue(s) that helped them infer/draw conclusions about the theme in their reader’s response notebook, on a sticky note, or on a small dry erase board. ● Students turn and talk with a partner about their clues, why they think that, and how the author provided the information. ● Students generate ideas about freedom. What is freedom to you? Select one of your ideas and create a page that could be added to our class’ dreams of freedom book. This could be a poem, drawing, quote, or short passage. Upload your response to SeeSaw, Padlet, od Flipgrid. ● Refer back to the text, <i>Dreams of Freedom</i>. Say: We noticed that a variety of texts (poems, drawings, quotes, or short passages) were connected by some common themes. Look back at how theme can develop throughout a single text, using <i>Malala’s Magic Pencil</i>. Look at the cover. What themes are represented through the images on the cover of the book? What predictions can we make about the story based on what we see on the cover of this book? Remember to include why you think that and how the author leads you to this conclusion. 	<p><u>Standards</u> RL-5 RL-6.1 C-1.1 W-6.1</p> <p>Upload text, Dreams of Freedom to your eLearning platform.</p> <p>Students could use Padlet, Flipgrid, or Seesaw to stop and jot their thinking.</p> <p>Theme represents a quality or topic or a subject such as ...adventure, survival, sacrifice, freedom, love, and acceptance.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Questioning ● Inferring <p>The teacher will create a chart to track thinking as they read.</p> <table border="1" data-bbox="1039 924 1542 1197"> <tr> <td>What is the Author’s Message?</td> <td>Why? How is it Shown?</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>The teacher may need to provide additional instruction on theme based on what the students already know.</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix B when determining student progress on inferring. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Inferring in Appendix B.</p> <p><u>Standards</u> I-4.1 RL-6.1</p>	What is the Author’s Message?	Why? How is it Shown?		
What is the Author’s Message?	Why? How is it Shown?				

<ul style="list-style-type: none"> ● Students will turn and talk about their predictions based on the pictures on the cover. ● Read the story <i>Malala’s Magic Pencil</i>. Pause at a few places in the text for students to discuss how Malala’s character is changing throughout the story. ● Students will stop and jot a timeline to share their thinking about how Malala’s character is changing through the story. Ask what themes emerge through the changes in Malala’s character? Have students discuss themes that emerge through the changes in Malala’s character. ● Students will complete a quick write in their reader’s notebook about a theme that emerged through Malala’s character change. While students are independently reading, encourage them to jot down themes in their reader’s notebook. ● Refer to the challenges that Malala had in the story <i>Malala’s Magic Pencil</i>. Malala’s Magic Pencil told the story of how Malala faced several challenges. <i>We are going to look at another story about Malala. It is a news article from Scholastic Action Magazine. As we read this story we are going to think about how Malala challenged her world in this article.</i> ● Have students read the article with a partner analyzing the ways Malala dealt with challenges. Students will make connections using a Venn diagram or any other thinking tool to compare their actions to Malala and discuss how they would have dealt with similar challenges. ● Mid-way through the student’s reading; pause and have students discuss some of the ways they noticed Malala dealt with her challenges. Have students generate ideas of things that challenge them in their world. Ask: What are some ways we could respond to these challenges? ● Have students write challenges their world, and how they should explain the problem. ● Refer back to theme. Say: Let’s look back at some of the themes we have talked about. As we read (and listen to) Dr. 	<p><u>Skills</u> Making predictions</p> <p>(Freedom is a theme that will most likely bubble up the most.)</p> <p>Use link provided for <i>Malala’s Magic Pencil</i>.</p> <p>Submit stop and jot to Padlet, SeeSaw, Flipgrid during eLearning.</p> <p>Submit quick write or other submission about theme to Padlet, Seesaw or Flipgrid.</p> <p><u>Standards</u> RL-7.1 RL-7.2 RL-8.1 W-2.1a,d W-6.1 C-1.2</p> <p>“Malala The Brave” article from Scholastic Action Magazine archived in SC Discus: https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com/scsl.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=92506509&site=eds-live</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Make Connections ● Analyze
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<p>Martin Luther King Jr’s famous “I Have a Dream” speech think about what themes are present in this speech.</p> <ul style="list-style-type: none"> ● Jazz the Text with MLKs “I Have a Dream” speech. Prompt students to create a list of themes they think the text conveys. Record “theme thinking” after students have read/listened to the speech the first time. ● Students will read along with the text as they listen to the speech. Students will generate a list of themes the text conveys. Students will share some of their “theme thinking”. Have students read along a second time with the text as they listen to the speech. After students read, have them highlight the following: <ul style="list-style-type: none"> - Word- find one WORD throughout the speech that speaks to you. Highlight that word and be able to tell WHY you selected that word to be the most important to you. - PHRASE- find a PHRASE throughout the speech that speaks to you. Highlight that phrase and be able to tell WHY you selected that phrase to be the most important to you. - SENTENCE- find a SENTENCE throughout the speech that speaks to you. Highlight that sentence and be able to tell WHY you selected that sentence to be the most important to you. ● Discuss words, phrases, and sentences that were repeated during this activity. Ask: what themes connect to the most frequently identified words, phrases, and sentences? ● State how we have heard how Dr. Martin Luther King Jr. used strong words and phrases to convey a message. Say: Let’s practice developing these strong words and phrases in our own writing. Model for students a previous piece on challenges. The challenge I wrote about here is basically talking about _____ (pick a theme to match your writing). I want to add some very specific words and phrases to my writing that will strongly convey the message of my theme. Now you try it... ● Have students take one of their challenges from a previous writing they have worked on and focus on developing words, phrases, and sentences that specifically convey strong ideas about a theme. Students can certainly borrow the format of “I Have a Dream” or another text. 	<p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in Appendix C</p> <p>Record themes on a chart (Themes We See in Literature) for students to refer to as they continue through the lessons. You may want to encourage students to go ahead and propose some ways they could respond to the writing in list form after explaining the problem.</p> <p>These composition pieces could be uploaded onto Flipgrid, SeeSaw, or Padlet in a variety of modes.</p> <p>Jazz the Text gets its name from the flow and fluency of reading the words, phrases, and sentences by students. This activity could still be conducted through a virtual discussion.</p> <p><u>Standards</u> RL7.2 C-1.1 W-6.1</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ● Make Connections ● Synthesize <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix D when determining student progress on Synthesizing. Have students self-reflect on the progress of their work and learning progress using</p>
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<ul style="list-style-type: none"> ● Provide a discussion: As readers we come across similar themes in different types of literature. Have students compare texts: In <i>Malaya’s Magic Pencil</i> and <i>Dreams of Freedom</i>. Discuss what the characters learned, how the characters grew or changed, and why the characters acted in a certain way. Let’s look at Malala’s character in <i>Malala’s Magic Pencil</i>. What did Malala learn? How did Malala grow or change? Why did Malala act the way she did? ● Have students help answer the questions and add information into the chart. Address the question about Malala’s character using So What? So what did Malala do to address the topic? This is where we get the information we need to write our theme (in a sentence). The teacher will model this for students. ● Read Newsie’s Reader’s Theater. As students read, have them think about what lesson the story is trying to teach and what are some themes that are present? ● Have students will read the text silently marking their parts as they read. As they read they will reflect on the topics in the text. ● After they read students will ask themselves what the characters learned, how did the characters grow or change, and why did the characters act a certain way? ● Students will read <i>Newsies Reader’s Theater</i> aloud with the whole class or in small groups. ● Have students work individually or with a partner to state the theme in a sentence (SO WHAT did the characters do to address the topic). Students should share their theme sentences with partners or groups. Students will continue to practice identifying themes as they read independently. ● Allow students to select a theme from <i>Newsies Readers Theater</i>. Plan and write a draft about a time when... <i>you took a stand for something you believed in, when you sacrificed to get what you wanted, or you compromised to get a win.</i> 	<p>the Student Self-Assessment for Synthesizing in Appendix D.</p> <p>“I Have a Dream” speech text and audio archived in SC Discus: https://scsl.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com/scsl.idm.oclc.org/login.aspx?direct=true&db=khh&AN=21213403&site=eds-live</p> <ul style="list-style-type: none"> ● If students are familiar with the text of the speech the teacher may opt to read/listen to the text only once. ● “Theme thinking” is what students think about the theme. <p>The teacher may want to record the words, phrases and sentences that are repeated on chart paper</p> <p>The teacher should show an actual writing sample and show how words and phrases can be revised to convey a strong message.</p> <p><u>Standards</u> RL-7.2 RL-8.1 RL-5.1 W-2.1</p> <p><u>Skills</u></p>
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<ul style="list-style-type: none"> ● Have students summarize what happened in the text with a <i>Somebody, Wanted, But, So...</i> chart. Compare chart to Malala’s Magic Pencil ‘s Somebody, summary. ● Set up several stations with texts, using pages from <i>The Youngest Marcher, Let the Children March, Let Them Play, Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909</i>, poems, or songs). <ol style="list-style-type: none"> a. Students will attend three or four of the stations selecting one book from each of the stations to read. Students will summarize each text briefly using Somebody, Wanted, But, So.... b. Students will identify some possible themes for the texts, and explaining <i>what</i> characters in the story learned, <i>how</i> they grew or changed, and <i>why</i> they acted the way they did. Include a theme for the book selected and tell why. ● Have students look at illustrations and see how some illustrators capture some moments in their pictures. Show students illustration pages from various texts that show fear. Have students discuss the following: <i>What is the character thinking? What is the character doing? How is the character feeling? What themes do we see in the illustrations?</i> ● Have students will read a passage that conveys a strong emotion or action. From a passage, students will draw an illustration for the passage that illustrates the theme. ● Have students look back through their writing and think about “what ideas keep popping up” (Serravallo, 2017, p. 151). Model for students from your own writing passages that have similar themes. ● Have students plan and draft a letter to someone describing a time when they were afraid, showed courage, took a stand, or whatever theme “kept popping up” in their writing collection. Students will use strong words and language to illustrate their ideas and convey their theme. 	<p>Analyze Infer</p> <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in Appendix C</p> <p>The teacher may want to have a chart with the three questions listed.</p> <ul style="list-style-type: none"> ● This strategy is adapted from Jennifer Serravallo’s (2015) <i>The Reading Strategies Book, From Seed to Theme</i> (7.13) p.206. <p><u>OPPORTUNITY FOR FORMATIVE ASSESSMENT</u> refer to Learning Progression in Appendix C when determining student progress on Analyzing. Have students self-reflect on the progress of their work and learning progress using the Student Self-Assessment for Analyzing in Appendix C.</p> <ul style="list-style-type: none"> ● Newsies Reader’s Theater archived in SC Discus: https://scls.idm.oclc.org/login?auth=discus&url=http://search.ebscohost.com/scls.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=128112204&site=eds-live
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Appendix A

Targeted Standards:

Inquiry

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
- 4.2 Reflect on findings to build deeper understanding and determine next steps.
- 4.3 Determine appropriate tools and develop a plan to communicate findings and/or take informed action.

Reading- Literary

- RL-5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
- RL-6.1 Determine and analyze the development of a theme within a text; summarize using key details.
- RL-7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
- RL-7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in
- RL-8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot;

Writing

- 2.1 Write informative/explanatory texts that:
 - a. introduce a topic clearly;
 - b. use relevant information from multiple print and multimedia sources;
 - c. provide a general observation and focus; d. group related information logically;
 - e. use credible sources;
 - f. include formatting, illustrations, and multimedia to aid comprehension;
 - g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
 - h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;
 - j. link ideas within and across categories of information using words, phrases, and clauses;
 - k. use precise language and domain-specific vocabulary to inform or explain the topic;

- l. develop a style and tone authentic to the purpose; and
- m. provide a concluding statement or section related to the information or explanation presented.
- 6.1 Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Communication

- C-1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
- C-1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- C-1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- C-1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

Embedded Standards:

Inquiry

- 5. I. 5.1. Acknowledge and value individual and collective thinking.
- 5. I. 5.2 Employ past learning to monitor and assess current learning to guide inquiry.
- 5. I. 5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Reading-Literary

- 5. RL.9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
- 5. RL.9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.
- 5. RL. 11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.
- 5. RL. 12.1. Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.

- 5. RL. 12.2. Compare how different crafted text structures contribute to meaning and impact the reader.
- 5. RL. 13.1 Engage in whole and small group reading with purpose and understanding.
- 5. RL. 13.2. Read independently for sustained periods of time to build stamina.
- 5. RL. 13.3 Read and respond according to task and purpose to become self- directed, critical readers and thinkers.

Reading-Informational

- 5. RI. 12.1 Engage in whole and small group reading with purpose and understanding.
- 5. RI. 12.2 Read independently for sustained periods of time.
- 5. RI. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing

- 5. W.5.1 Apply correct usage of capitalization.
- 5. W. 6. 1a-d Write routinely and persevere in writing tasks:
 - a. over short and extended time frames;
 - b. for a range of domain-specific tasks;
 - c. for a variety of purposes and audiences; and
 - d. by adjusting the writing process for the task, increasing the length and complexity.

Communication

- 5. C.1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

APPENDIX B

Literacy Learning Progressions-Teacher

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions and conclusions using evidence from the text to support thinking.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Use text evidence to identify and describe characters’ traits, motivations, and feelings; explain how characters’ actions contribute to the development of the plot; describe multiple events involving characters in order to understand the plot.</p> <p>-Explain the influence of cultural and historical context on characters, setting, and plot.</p>	<p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, making logical predictions and conclusions based on what is based explicitly from the texts to support thinking.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p>	<p>-Quote and cite accurately to analyze the meaning of and beyond the text by referring explicitly to the text, making logical predictions based on inferring, and drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p>	<p>-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; make predictions before and during reading; confirm or modify thinking.</p> <p>-Formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.</p> <p>- Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>- Determine the theme by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p>	<p>- Determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details; use key details.</p>	<p>-Determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details; summarize using key details.</p>	<p>-Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

Literacy Learning Progressions- Student

Learning Target: Thinking Beyond the Text

Key Concepts: Inferring (Details, Logical explanations, Ask and answer literal and inferential questions, Predicting, Integrating New Knowledge with Existing Knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions and conclusions using evidence from the text to support thinking</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can use text evidence to identify and describe characters’ traits, motivations, and feelings; explain how characters’ actions contribute to the development of plot; describe multiple events with characters in order to understand the plot.</p> <p>-I can explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>- I can determine the theme/underlying message by recalling and describing essential details/information from illustrations and text, identifying main ideas and supporting details.</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, making logical predictions and conclusions based on what is based explicitly from the texts to support thinking.</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p> <p>- I can determine the development of a theme within a text by describing essential details/information from illustrations and text, and identify main ideas and supporting details.</p>	<p>I can quote and cite accurately to analyze the meaning of and beyond the text by referring explicitly to the text, making logical predictions based on inferring, and drawing conclusions based explicitly on the texts.</p> <p>-I can produce possible logical explanations based on reading texts and offer alternative explanations.</p> <p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details.</p>	<p>-I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; make predictions before and during reading; confirm or modify thinking.</p> <p>-I can formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.</p> <p>-I can describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p> <p>-I can determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

APPENDIX C

Literacy Learning Progressions-Teachers

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking About the Text

Key Concepts: Analyzing (Examination of text closely to understand its elements, understanding how a text works, support thinking with textual and personal experience evidence, meaning from illustrations and graphics features)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text.</p> <p>-Make logical predictions based on inferring, drawing conclusions based explicitly on the texts, and using evidence from the text to support your thinking.</p> <p>-Explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the characters’ actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text; use text evidence to identify and describe characters’ traits, motivations, and feelings while explaining how</p>	<p>. -Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text.</p> <p>-Make logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p>	<p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text.</p> <p>-Analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>characters' actions and multiple events contribute to the development of plot;</p> <p>-Compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>Explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>-Identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text.</p> <p>-Identify problem and solution. Recognize sequential order. Recognize cause and effect relationships. Identify compare and contrast text structures.</p> <p>-Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style; explain how the author's choice of words, illustrations, and</p>	<p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-Use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p> <p>-Identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text</p> <p>-Identify text structures such as problem/solution, compare/contrast, description, cause /effect. Describe and identify of different text structures in literary texts Make connections from chapter to chapter</p> <p>-Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone. • Explain how the author's choice of words, illustrations, and conventions</p>	<p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Identify and apply knowledge of front cover, title page, illustrations/ photographs, fonts, glossary, table of contents, index, headings, bullets, and captions, in multiple sources to gain meaning or solve a problem.</p> <p>-Apply knowledge of text structures across multiple texts. Define terms associated with each genre. Identify text structures in prose, drama, or poetry. Model and show comparisons of text structures and how it impacts the reader.</p> <p>-Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone. • Analyze and cite examples of how the author's choice</p>	<p>Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.</p> <p>- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p> <p>-Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone. • Identify text features and structures that support an author's ideas or claim.</p> <p>-Identify text features and structures that support an author's idea or claim; trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.</p> <p>-Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>-Explain how the author uses words and phrases to inform, explain, or describe; use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.</p> <p>-Locate information and gain meaning.; describe the structures an author uses to support specific points</p>	<p>combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.</p> <p>-Determine how the author uses words and phrases to shape and clarify meaning; apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p> <p>-Apply knowledge of text structures to describe how structures contribute to meaning.; explain how an author uses reasons and evidence to support particular points.</p>	<p>of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p> <p>-Analyze how the author uses words and phrases to shape and clarify meaning.; apply knowledge of text features in multiple sources to gain meaning or solve a problem.</p> <p>-Apply knowledge of text structures across multiple texts to locate information and gain meaning; explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points</p>	<p>-Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone; identify text features and structures that support an author’s ideas or claim.</p> <p>-</p> <p>-Identify text features and structures that support an author’s idea or claim; trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.</p>

Literacy Learning Progressions- Student

Learning Target: Thinking About the Text

Key Concepts: Analyzing (Examination of text closely to understand its elements, understanding how a text works, support thinking with textual and personal experience evidence, meaning from illustrations and graphics features)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text.</p> <p>-I can make logical predictions based on inferring, drawing conclusions based explicitly on the texts, and using evidence from the text to support thinking.</p> <p>-I can formulate logical questions based on personal experiences and can produce logical and alternative explanations.</p> <p>-I can explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the characters’ actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text.</p> <p>-I can compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text.</p> <p>-I can make logical predictions based on inferring, and by drawing conclusions based explicitly on the texts., and I can produce possible logical explanations and offer alternative explanations based on reading texts.</p> <p>-I can explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-I can use text evidence to identify and explain the influence of conflicts, resolutions, plot, cultural history, and social and political context on characters, setting, and plot development within a text.</p> <p>-I can identify and use knowledge of appendices, timelines, maps, and</p>	<p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text.</p> <p>-I can analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can produce possible logical explanations and offer alternative explanations based on reading texts.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can identify and apply knowledge of front cover, title page, illustrations/ photographs, fonts, glossary, table of</p>	<p>-I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p> <p>-I can compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.</p> <p>-I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p> <p>-I can determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone. • Identify text features and structures that support an author’s ideas or claim.</p> <p>-I can identify text features and structures that support an author’s idea or claim; trace and evaluate the</p>

<p>-I can use text evidence to identify and describe characters’ traits, motivations, and feelings while explaining how characters’ actions and multiple events contribute to the development of plot.</p> <p>--I can explain the influence of cultural and historical context on characters, setting, and plot.</p> <p>-I can identify and use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explain how these features contribute to a text.</p> <p>-I can identify problem and solution, compare and contrast sequential order text structures, and cause and effect relationships.</p> <p>-I can use idioms, metaphor, or personification to shape meaning and style. Identify how words, phrases, conventions, and illustrations communicate feelings.</p>	<p>charts to locate information and gain meaning and explain how these features contribute to a text</p> <p>-I can identify text structures such as problem/solution, compare/contrast, description, cause /effect. Describe and identify of different text structures in literary texts; and make connections from chapter to chapter.</p> <p>-I can use imagery, hyperbole, adages, or proverbs to shape meaning and tone, and I can identify how words, phrases, conventions, and illustrations create mood.</p>	<p>contents, index, headings, bullets, and captions, in multiple sources to gain meaning or solve a problem.</p> <p>-I can apply knowledge of text structures across multiple texts, and define terms associated with each genre. Identify text structures in prose, drama, or poetry. Model and show comparisons of text structures and how it impacts the reader.</p> <p>-I can cite examples of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone, and analyze and cite examples of how words, phrases, conventions, and illustrations create mood.</p>	<p>argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.</p> <p>-I can determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</p> <p>-I can analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone; identify text features and structures that support an author’s ideas or claim.</p> <p>- I can identify text features and structures that support an author’s idea or claim; trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.</p>

APPENDIX D

Literacy Learning Progressions- Teacher

The purpose of this learning progression is to provide teachers and students the opportunity to formatively assess students’ understandings of specific skills. As teachers work through the lesson sequence, there are places within the Instructional Guidance column to stop for your students and you to formatively assess understandings for specific skills within the lesson. Based on students’ performances, teachers and students will determine where students are within the learning progressions in order to continue growing in that specific skill.

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Logical Explanations, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, and drawing conclusions.</p> <p>- Formulate logical questions based on personal experiences.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Determine the theme and understand the importance by recalling, describing, and summarizing essential details/information from illustrations and text, identifying main ideas and supporting details and recognize the underlying message(s) of the text.</p>	<p>-Ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-</p> <p>Determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details the text at intervals during the reading.</p>	<p>-Cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-Produce possible logical explanations and offer alternative explanations.</p> <p>-Determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details/central</p>	<p>-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p> <p>- Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

APPROACHING	DEVELOPING	EXPERIENCING	EXCEEDING
<p>-Explain how illustrations contribute to create mood or emphasize aspects of character or setting by describing how the characters' actions affect the text and how the illustrations contribute to mood, setting, and the understanding of the text.</p> <p>-Compare and contrast diverse texts on the same topic, idea, or concept by identifying and describing the same topic, idea, or concept and explaining similarities and differences of diverse texts.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare how ideas and topics are depicted in a variety of media and formats.</p>	<p>-Explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources Use text evidence to identify and explain the influence of conflicts.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>ideas to derive and cite supporting details.</p> <p>-Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-Reflect on findings to build deeper understanding and determine next steps.</p> <p>-Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>-Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p> <p>-</p> <p>Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</p> <p>-Reflect on findings and pose appropriate questions for further inquiry.</p> <p>-Gather information from print and multimedia sources to articulate claims or and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</p>

Literacy Learning Progressions-Student

Learning Target: Thinking Beyond the Text

Key Concepts: Synthesizing (Details, Logical Explanations, Making Connections, Deepen Understanding of topics, concepts, or ideas by integrating knowledge with existing knowledge)

Directions: Read each description in the columns of the table below. Decide which column best describes your current skills. Your answer will help your teacher decide how to best help you improve your skills. Everyone is different. There is no “right” or “wrong” answer. Write your name in the box above the description you select.

<p>-I can ask and answer literal and inferential questions to demonstrate an understanding of the text by referring explicitly to the text, making logical predictions based on inferring, drawing conclusions based explicitly on the texts.</p> <p>- I can formulate logical questions based on personal experiences.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine the theme and understanding the importance by recalling, describing, and summarizing essential details/information from illustrations and text, identifying main ideas and supporting details and recognizing the underlying message(s) of the text.</p>	<p>-I can ask and answer inferential questions to analyze meaning beyond the text by referring explicitly to the text, by making logical predictions based on inferring, and by drawing conclusions based explicitly on the texts.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine the development of a theme within a text by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details the text at intervals during the reading.</p> <p>-I can explore and identify similarities and differences among textual, dramatic, visual, or oral presentations.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources</p>	<p>-I can cite evidence within a text to identify and analyze conflicts, resolutions, plot, cultural history, and social and political context within a text and to analyze two or more characters, events, or settings and explain the impact on the plot development.</p> <p>-I can produce possible logical explanations and offer alternative explanations.</p> <p>-I can determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details/central ideas to derive and cite supporting details.</p> <p>-I can determine and analyze the development of a theme by describing essential details/information from illustrations and text, identifying main ideas and supporting details and summarizing using key details/central ideas to</p>	<p>-I can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot, and characters.</p> <p>- I can determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>-I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.</p> <p>-I can employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</p>

	<p>use text evidence to identify and explain the influence of conflicts.</p> <p>-I can draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-I can reflect on findings to build deeper understanding and determine next steps.</p> <p>-I can compare and contrast how ideas and topics are depicted in a variety of media and formats.</p> <p>-I can create presentations using videos, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</p>	<p>derive and cite supporting details.</p> <p>-I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p> <p>-I can draw logical conclusions from relationships and patterns discovered during the inquiry process.</p> <p>-I can reflect on findings to build deeper understanding and determine next steps.</p> <p>-I can compare and contrast how ideas and topics are depicted in a variety of media and formats.</p> <p>-I can create presentations that integrate visual displays and other multimedia to enrich presentations.</p>	<p>-I can reflect on findings and pose appropriate questions for further inquiry.</p> <p>-I can gather information from print and multimedia sources to articulate claims or and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</p>