



# LDC Real Works Handbook

LITERACY DESIGN  
**COLLABORATIVE**

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The Literacy Design Collaborative (LDC) is a national nonprofit working to advance educational equity for all students through high-quality curriculum, instruction, and professional development.

LDC launched a decade ago as a collaborative of practitioners and organizations committed to raising rigor and improving teacher efficacy in order to impact student outcomes and address issues of educational equity while implementing new college and career-ready academic standards. Including teachers, literacy experts, and curriculum specialists, LDC has spent over 10 years developing frameworks, tools, and professional learning for teachers in ELA, social studies, and the sciences. First piloted in a handful of districts across the United States, these resources and strategies were tested, refined, and validated through additional collaborations with state departments of education, performance task experts, and disciplinary partners.

# I. Welcome to LDC's Disciplinary Literacy Curriculum, Real Works



This K-12 curriculum, created to be thoughtfully implemented through either in-person or virtual classroom instruction, is built on a collection of rich, diverse readings by renowned, award-winning authors and disciplinary experts. Our Real Works curriculum strategically pairs selected standards-aligned texts from ELA, Social Studies, and Science with authentic,

engaging, and real-world standards-driven writing opportunities. Real Works Modules challenge students to read, write, think, and communicate like members of the academic and professional disciplines they will one day inhabit. The curriculum's title refers to both the real-world texts students read and real-world work they produce.

## II. Academic Rigor, Targeted Instruction, and Guaranteed Equity



Real Works is a unique project-based curriculum that includes daily interaction with complex texts, authentic disciplinary writing products, synchronous and asynchronous learning experiences, and expert targeted instruction.

### Real Experiences



Real Works provides students with a deep, rich, engaging experience that will immerse them in disciplinary thinking work connected to a specific group of focus standards while they also engage with complex, real-world texts. The Real Works Module will guide students in creating a final disciplinary product that will serve as a demonstration of their learning.

### Tier 1 Instruction



Real Works provides teachers with a model for tightly aligned Tier 1 instruction. This model is intended to give teachers additional instructional moves and resources that they can transfer to other settings and use over and over again in their teaching practices.

### Guaranteed Equity



Real Works provides common anchor modules for all students in a subject area and grade level within a district or school, ensuring that all students across the system get the chance to practice the same deep, rigorous, and authentic thinking work.

# III. Program Philosophy and Instructional Design

The Real Works curriculum was designed in direct response to established research that states, unequivocally, that “task predicts performance” (Elmore, 2008). When only 17% of assignments meet grade-level standards, our expectations should be that students will underperform. And yet, all it takes is offering students “better than average assignments” to help close the achievement gap by up to nine months. Real Works goes one step further. We don’t just create “better than average” assignments for students. Real Works assignments are exceptional.

We begin with a critical reframing of standards. We believe academic reading standards are actually descriptions of the thinking work we as people do in order to live our lives as interconnected, generative, responsive, and responsible humans. Under this premise, standards are highly specific and useful guides for teachers that articulate and teach the type of thinking we want all of our students to experience and acquire in their schooling. Using this critical framework opens up the way standards can be implemented to plan for, teach, notice, and evaluate students’ thinking and cognitive development. In addition, if standards represent the thinking lives of us as people, anyone—including students and their parents and caregivers—can use them to recognize rigor.

However, the reading (or thinking) standards are not enough on their own. Real Works Modules are designed using LDC’s unique method of combining and leveraging standards in tasks—the Standards Focus Cluster. LDC proffers that the surest way to guarantee rigor, and thus equity, in tasks is to use a Focus Cluster of one reading, one writing, and one content standard. This combination articulates both the ‘what’ and the ‘how’ of each assignment. The content standard defines what knowledge, concepts, or information the students will be grappling with, and the reading and writing standards explain how exactly students will grapple with that content. The Focus Cluster allows the standards to combine different types of thinking to elevate the cognitive demand of a task while clearly articulating the disciplinary purpose of that task.



The Focus Cluster also allows us to make the work of instruction transparent to teachers, students, and families, thereby activating agency and purpose on the part of students. By clearly articulating what students will be learning in a task, teachers and students can work together to ensure that learning happens—providing a concrete understanding of what expectations are and how teachers and students are both accountable to those expectations. In fact, standards visibility in tasks sets up the instructional thru-line that can be used by teachers, students, and families to monitor progress. Moreover, when Real Works Modules are used in common, schools have great potential for norming expectations across classrooms and systems.

Finally, the Focus Cluster allows us to look for rigor and standards in student products, those written demonstrations that provide artifact-based evidence of student learning. Without such artifacts,

it is difficult to assess the efficacy of any type of instruction. After all, product-based writing is a marker for college and career readiness. And yet, the sheer volume of assigned written work can be overwhelming. The Focus Cluster offers a solution. As it sets up expectations in the task, it simultaneously serves as the essential criteria for evaluating formative and final student work. In Real Works Modules, the thinking and grappling students do with content, including how they read, research, and interact with that content, should be visible in their final writing. Because of this, teachers are able to see students' reading comprehension and disciplinary thinking about content in the writing. Learning to use the Focus Cluster as designed gives teachers a quick, efficient way to gather lots of information about their students' learning during the module without having to assess every aspect of a written piece. It also gives teachers very specific information about exactly what each student needs to learn next.



# IV. Guaranteed Equity for Every Student

When a school or district implements Real Works, they are pledging to students and their families that each student in the district will receive rigorous, authentic, standards-driven writing in response to reading assignments every quarter in the subjects of English, Science, and Social Studies. They are also committing, as a school community, to a common understanding of what to expect and what to care about. Real Works Modules aren't just random assignment

opportunities for deep student thinking. Rather, they are strategically placed, scaffolded moments for both students and teachers to gain valuable insight into the thinking processes of different disciplines at different grade levels.

These thinking processes are made evident through a unique pairing of Reading Standards each quarter. These pairings are made based on the following principles:



The Reading Standards (whether from the CCSS or your State) are universal thinking standards. Reading Standards help students in any discipline make sense of the ideas, concepts, and information that drive innovation, facilitate ongoing knowledge making, and contribute to an evolving understanding of the world around them.



Teaching the Reading Standards actually means teaching a series of thinking progressions. Detailed reading rubrics should identify where students are in the progression and specific next steps for moving forward on the progression continuum.



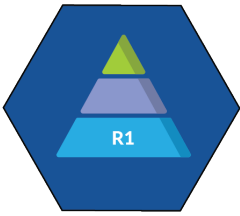
Reading Standards work better in pairs, where they can be leveraged together to increase the rigor and sophistication of a question, problem, or task. Some reading standards, such as Anchor Reading Standard 2, explicitly necessitate a pairing. For example, Anchor Reading Standard 2 states:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

It is impossible to adequately determine the central idea of a text without also considering other Reading Standards. For example, you could determine the central idea by examining point of view or purpose (Reading Standard 6) or by tracing development (Reading Standard 3).



Reading Standard pairs should serve as quarterly anchors in any curriculum scope and sequence, working to offer ways of interrogating and generating knowledge and understanding. As such, they should be addressed each quarter through formative and summative assessments, and specifically taught through targeted instruction and differentiation.



Reading Standard 1 is required to accomplish the thinking of any other Reading Standard and, as a result, is an undercurrent in all assignments, discussions, or scopes and sequences. Since it is always present, it does not need to be called out in a standards pairing or curriculum map.



Reading Standard 10 is your goal for the end of the year. You don't teach it; you teach toward it.

Based on these principles and LDC's commitment to offering students authentic opportunities for disciplinary literacy, the LDC Real Works Anchor Curriculum Map (shown below) outlines quarterly anchor standard pairs matched to authentic products in ELA, Social Studies, and Science.

**LDC Real Works Anchor Curriculum Map**

	Q1	Q2	Q3	Q4
	Connections	Comparisons	Perspectives	Evaluations
Essential Question	How do individuals, events, or ideas develop and interact to contribute to central ideas?	How do varied media, formats, literary devices, or rhetorical strategies contribute to the development of central ideas?	How does point of view or purpose shape central ideas?	How do reasoning and evidence effectively support central ideas?
Goal Standard	<b>R2</b>			
Common Focus Standard	<b>R3</b>	<b>R7<sup>1</sup></b>	<b>R6</b>	<b>R8</b>
<b>ELA</b>				
ELA Product	Literary Analysis	Literary or Rhetorical Analysis	Literary or Rhetorical Analysis	Evaluation
Text Type	Literature	Literature or Literary Non-Fiction	Literature or Literary Non-Fiction	Literary Non-Fiction
Writing Mode	I/E	I/E	Arg	Arg
<b>Science</b>				
Science Product	Lab Report	Poster Presentation or Infographic	None	Scientific Analysis or Literature Review
Text Type	Data from Observations or Experiments, Informational Text	Texts of Diverse Media and Format, e.g., Charts, Graphs, Images, Maps, Models	n/a	Scientific Arguments, e.g., Predictions, Proposals, Lab Reports, etc.
Writing Mode	I/E	Arg	n/a	I/E
<b>Social Studies</b>				
Social Studies Product	Causal Analysis	Multimodal Research Report	Historical Analysis or Historiographical Essay	None
Text Type	Primary and Secondary Sources	Maps, Photos, Timelines, Political Cartoons, Informational Text	Primary and Secondary Sources	n/a
Writing Mode	Arg	I/E	I/E	n/a

<sup>1</sup> In secondary ELA, some modules use R4 instead of R7.

In addition to outlining the focus standard pairings and disciplinary products, the map also includes an essential question for each quarter. These essential questions can guide how students think not only about the work in their classroom but also how it connects to their lives and the world around them. The essential question relates directly to the standards pair that quarter and can help connect the Real Works Module for the quarter to the other curricula already in place.

The Real Works Modules on this map, represented by the authentic writing product that will serve as an artifact of student learning, offer the deep instructional moments needed to ensure students practice the work of that quarter's focus standards. These modules provide explicit instruction, ongoing formative assessment, and a summative assessment of how students display the thinking work of those standards with independence and competence.



This has many implications for teachers and students:

1. It means that you know the purpose of the module—to teach and assess the focus standards for the quarter.
2. It means that the point of the common module is not to perfectly fit with the surrounding program materials or the exact right text or writing mode. The common module is there to do specific work and you will need to make way for that work in your daily scope and sequence.
3. The common module might have other benefits connected with teacher professionalization. For example, districts often select a common module that can model for teachers certain instructional competencies—how to conduct a Socratic seminar, provide differentiated instruction, or blended learning opportunities. So, be on the lookout for how the common modules can teach you something useful for your own professional practice.
4. Another purpose for the common module is to gain calibration across a school system. Because teachers are teaching the same focus standards and modules:
  - Teachers can work together to see if they score student work in similar ways using similar criteria;

- The system will be able to gather large sets of student papers and create anchor sets that show models for each score level of a rubric;
- The student work can be used for portfolios that have the same criteria across a district;
- Peer observation and feedback cycles can be set up during the teaching of common modules—allowing novice and experienced teachers to have dialogue around common experiences.

In other words, the Real Works Modules on this curriculum map have a lot of power! Importantly, Real Works Modules are not intended to be your primary curriculum or direct substitutes for specific units or content in your existing scope and sequence. Each module is intended to be situated in your scope and sequence at a point where your students need to work on a specific set of focus standards, or when they need to spend more time doing authentic disciplinary writing.

You will work with your district or school to determine how and why to place specific modules in your scope and sequence. When you are ready to make decisions about when to teach the module, use the Anchor Module Teaching Calendar ([see Appendix A](#)) to plan.

For a list of all the Real Works Modules, with topics and texts, you can look at the Comprehensive Real Works Anchor Module Map ([see Appendix B](#)).



# V. Meet the Real Works Module, Housing Everything You Need to Plan, Teach, and Assess Your Lessons

Real Works Modules are specifically engineered to include targeted reading instruction based on standards pairs, student and teacher self-reflections, targeted writing instruction, and differentiation. These modules can be sequenced to integrate into any district scope and sequence. They also enable a school or district to use a common rubric to calibrate and set expectations across classrooms and create a set of example papers at each score level.

Every Real Works Module includes:

- A task prompt driven by three focus standards—content, reading, and writing—and a disciplinary practice. (E.g., drawing conclusions from observation or experiment in science, literary and rhetorical analysis in ELA, causal analysis in history/social studies.)
- A student work rubric customized to include grade-appropriate assessment criteria for the task’s focus reading standard and/or disciplinary practice as well as standard composition skills.

## Task

### Task Template IE4 - Informational or Explanatory

After reading Ruth and the Green Book, write a literary analysis in which you analyze how significant events, character actions, and/or settings reveal a theme of the story. Support your response with evidence from the text/s.

## Focus Standards

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**Focus**

RL.4.3

Describe in depth a character, setting, (e.g., a character's thoughts, words, or actions)

W.4.2

Write informative/explanatory texts to

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
<b>Topic / Main Idea</b>	Introduces the topic and an unclear main idea.		Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.		Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.		Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.	
<b>Use of Sources</b>	Includes <b>few</b> relevant details from sources.		<b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> . Includes a list of sources.		Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.		Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources. Includes a complete list of sources.	
<b>Development</b>	Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.		Includes <b>relevant</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).		Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) <b>that help develop the main idea</b>		<b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.	
<b>Organization</b>	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.		Sequences sentences and groups related information in paragraphs or sections, <b>with a clear beginning, middle and end. Uses transitions (e.g., another, for example, also, because) to connect information.</b>		Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.		Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion. <b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information	
<b>RL.4.2: Determine Theme</b>	<b>Describes</b> the theme <b>vaguely or inaccurately.</b>		<b>Generally</b> describes the theme.		<b>Accurately</b> describes the theme using details from the text.		<b>Accurately</b> describes the theme <b>using the most relevant details from the text.</b>	
<b>RL.4.3: Describe Story Elements in Depth</b>	<b>Generally</b> describes story elements.		<b>Generally</b> describes story elements <b>using textual details.</b>		<b>Accurately</b> describes story elements <b>in depth</b> using <b>specific</b> textual details.		<b>Precisely</b> describes story elements in depth using <b>specific</b> textual details from <b>various points in the text.</b>	

- Texts that are grade-appropriate, qualitatively complex, representative of diverse perspectives, and freely accessible online so no materials have to be purchased to enact the modules.
- A Product Resource Organizer (PRO) that includes all student handouts. The PRO can be used as hard copies or in Google so that students can interactively receive feedback on their work. The PRO can even be assigned through Google Classroom so that each student has their own online copy.
  - An Instructional Ladder (sequenced instructional plan) that includes explicit instruction and formative assessment to support:
  - Reading comprehension (R2)
  - Textual analysis through the lens of the focus reading standard (R3, R7, R6, R8, or R4)
  - Academic vocabulary development (R4)
  - Citing textual evidence (R1)
  - Academic discourse/speaking and listening (SL1, SL3)
  - The unique demands of each module’s writing product (e.g., lab report, primary source analysis, literary analysis)

Scaffolded support for students in becoming metacognitive about their own learning. At the beginning of each module, students will analyze the Skills List for that module and determine areas of strength and growth. At the very end of the module, students review this list and make notes on their progress and future goals. These activities offer students both an overview of the work and an opportunity for metacognitive reflection on their specific learning process.



# VI. Targeted Instruction

The instructional plan for each anchor module includes five sections:

- Preparing for the Task
- Reading Process
- Synthesis/Transition to Writing
- Writing Process
- Reflection & Self-Evaluation

Each section explicitly supports students in being able to respond to the task prompt with competence and independence. In addition, teacher resources and supports (including Mini-Tasks that include a grade-level-appropriate rubric for formatively assessing student work and calibrating expectations with colleagues) will help you in offering targeted feedback, instruction, and differentiation.

## Preparing for the Task includes:

- **Task & Rubric Analysis**
  - **Student Experience:** What is this assignment asking me to do? What are the criteria for success?
- **Skills List Analysis & Self-Evaluation**
  - **Student Experience:** What skills will I need to complete this assignment? Which ones are already strengths for me? Which ones do I need to work on?
- **Task Engagement Activity**
  - **Student Experience:** Why should I care about this assignment? How does it connect to what I already know?
- **Building Background Knowledge**
  - **Student Experience:** What do I need to know to be prepared to tackle the content of this task?
- **Analysis of Mentor Text**
  - **Student Experience:** What does the writing product I am supposed to create look like? What are its key features?

## Reading Process includes:

- **Vocabulary in Context (R4)**
  - **Student Experience:** How do I make sense of the specialized vocabulary in these texts?
- **Comprehending Text (R2)**
  - **Student Experience:** How do I make sense of the main ideas and key details in the text(s) before I analyze them more closely for a specific purpose?
- **Analyzing Texts through the Lens of the Focus Reading Standards (R3, R7, R6, R8, or R4)**
  - **Student Experience:** How do I use the focus standard to interrogate this text and get the specific information I need to answer the prompt?

## Synthesis/Transition to Writing includes:

- **Disciplinary Reasoning**
  - **Student Experience:** What conclusions can I draw about this content based on what I have read? How does that relate to the disciplinary purpose of this assignment?
- **Discussion**
  - **Student Experience:** How can I use discussion with peers to clarify and deepen my understanding of this content before I write?
- **Gathering Evidence**
  - **Student Experience:** Now that I've thought a lot about this prompt and started to formulate my response, how do I use the texts to gather the most relevant evidence to support my ideas?

## Writing Process includes:

- **Planning, Drafting, and Revising Content**
  - **Student Experience:** How can I use a structured process to organize ideas, draft a response, then revisit and revise my response?

## Reflection includes:

- **Skills List Analysis & Self-Reflection**
  - **Student Experience:** Now that I've experienced this module, what skills did I develop in this process and what skills do I still need to work on in the future?

## Teacher Note

The final product in these modules is a revised draft, not a published piece. This means you will not see multiple rounds of editing and rewriting to get to the final product. The focus of that final product is the application of literacy standards to express ideas about content. Students' work drafting, editing, and revising is focused on that content. Therefore, you will notice that conventions have been removed from the rubric as they are not the focus for this writing product.

# VII. Making Standards Manageable, One Question at a Time

Literacy standards are big bites. Each standard contains multiple concepts and skills that need to be taught explicitly to support students in doing the full thinking work of the standards through the use of real texts in each content area. The Real Works curriculum is designed to make each standard manageable. This is done through three questions, referred to as the **Standards Thinking Questions**.

The **Essential Questions** articulate the standard's thinking work. Rooted in the K-12 anchor reading standards, these Essential Questions help students make sense of the ideas, concepts, and information that drive innovation, facilitate ongoing knowledge making, and contribute to an evolving understanding of the world around them.

To help students grapple with the Essential Questions, Real Works Modules also include **Foundation** and **Application Questions**, which break down the grade-level literacy standards into smaller, more manageable bites.

- **Foundation Questions** help students build an understanding of the language, concepts, and skills that are embedded in each grade-level standard. Consider including these questions in your weekly or quarterly instructional plans to intentionally sequence the skills and concepts that students will learn during those time periods.
- **Application Questions** help students apply the thinking work of each grade-level standard with an actual text. You can post these questions on the wall and ask them frequently with any text students read in class. For ELA modules, which pair two reading standards together in the focus cluster, we also provide questions that explore how the two standards interact or work together.

The Foundation and Application Questions scaffold the complex disciplinary thinking work of the LDC Real Works Modules. If you work on these questions regularly throughout each academic quarter, your students will be well prepared to synthesize the work of multiple standards in a module during the last few weeks of the quarter.

## Key Feature of The Standards Thinking Questions

The questions highlight **key terms and concepts** in bold font and **new or changing vocabulary and concepts** at each grade level in blue to help you quickly identify how the standard builds on and evolves from the work students did in previous grade levels.

Some questions include an **Academic Language Focus** (in green) that calls out the language structures and functions students need to learn in order to talk or write about texts in the ways called for by the standards. For example, “**How do you describe the tone of a literary text?**” and “**What words and phrases can you use to describe time, sequence, and cause/effect?**”

A sample set of essential questions is available below. The Standards Essential Questions for each discipline, grade level, and quarter can be found in [Appendix C](#).



# Standards Thinking Questions: RL.2 and RL.3

## Anchor Module for 3rd Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>Foundation:</b> How do you <b>recount</b> a story? What is a <b>central message, lesson, or moral</b> ? How do you find the <b>central message, lesson, or moral</b> of a story? What is the difference between a <b>minor detail</b> and a <b>key detail</b> ? How do key details <b>convey</b> the <b>central message, lesson, or moral</b> of a story? <b>Application:</b> What happens in this story? What is the central message, lesson, or moral of the story? What key details are most helpful to find the central message, lesson, or moral of the story? How do those key details convey the central message, lesson, or moral of the story?
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>Foundation:</b> What are character <b>traits, motivations, and feelings</b> ? <b>How do you describe character traits, motivations, and feelings</b> ? How do character actions <b>contribute to the sequence of events or plot in a story</b> ? <b>Application:</b> How are the characters described in the story? What are their personalities like? Why do they act the way they do? How do they feel about the events in the story?

# VIII. Using Essential Questions to Plan



As previously stated, the Foundation and Application Questions scaffold the complex disciplinary thinking work of the LDC Real Works Modules. If you work on these questions regularly throughout each academic quarter, your students will be well prepared to synthesize the work of multiple standards in a module during the last few weeks of the quarter. In the 5th grade example below, you can see that the teacher re-ordered her ReadyGen units to better align with

each focus quarter's Essential Question. You can also see that she has placed the ReadyGen Essential Questions directly below the Real Works questions in order to draw parallels. This is only one of many ways to integrate Real Works into your scope and sequence. The Protocol for Planning When to Teach the LDC Module ([see Appendix D](#)) can help guide you through this process.

Instructional Schedule: <i>This is how you do it.</i>	Sample Fifth Grade Scope and Sequence				
	Academic Schedule (End of Quarter Assessments with ANET)	Quarter 1 9/5- 11/8	Quarter 2 11/11-1/24	Quarter 3 1/27 - 4/3	Quarter 4 4/6- 6/12
	Focus Standards	R2 & R3	R2 & R7	R2 & R6	R3 & R9
Writing Products & Literacy Sets: Literature	Narrative, Literary Analysis	Poetry	Fantasy Story or Plays	Literary Analysis, End of Year Reflection	
Writing Products & Literacy Sets: Informational	Lab Report	Primary/Secondary Research Report, Science Infographic	Argument Analysis, Primary/Secondary Source Analysis	Causal Analysis	
Standards Essential Questions	<i>How do developments and interactions of individuals, events, or ideas contribute to the development of theme or central idea?</i>	<i>How does content from diverse sources contribute to the development of a theme or central idea?</i>	<i>How do points of view (author, character, narrator, referenced sources) contribute to the development of theme or central idea?</i>	<i>How do multiple texts contribute to the understanding of similar themes, central ideas, or topics?</i>	
ReadyGen Essential Questions	<i>How do readers determine themes in literary texts? How do readers identify relationships and interactions in texts?</i>	<i>How do readers summarize texts? How does understanding the relationships between individuals and historical events help readers comprehend a text?</i>	<i>How do readers use chapters and sections to understand the structure of a text? How do readers make sense of texts with unfamiliar words?</i>	<i>How do readers quote accurately from a text when comparing and contrasting themes and topics? How do readers determine multiple themes and main ideas in texts?</i>	
ELA Reading Literature Curriculum: ReadyGen, Text Sets	Unit 1: Module A Night of the Spadefoot Toads by Bill Harley 610L "Shells" from Every Living Thing by Cynthia Rylant 640L	Unit 3: Module A - George's Secret Key to the Universe by Lucy and Stephen Hawking 850L R5 Mayday on Moon of Jupiter by Stacia Deutsch 870L R5 Other Short Text to bring out Focus Standard of quarter 9wks	Unit 2: Module B - Literary Poetry: Utilizing Focus Standards to Understand theme via language, Point of View and How an author supports claims. Road to freedom; Great Migration	Compare and Contrast Story Elements & Explain the relationship between individuals, events, ideas, or concepts Poetry Short Text Sets (Unit 1 Mod B, Unit 2 Mod B,	



# IX. Preparing to Teach an LDC Real Works Module

Before you begin teaching an LDC Real Works Module, you'll want to get to know it. Think of a module like a road map. You have your starting point and your ending point, but it isn't enough to just know where you're starting or where you're ending. Everything in between makes up the bulk of your journey, so you need to know how you're getting there. Teaching a module works the same way. Before you begin teaching, familiarize yourself with each part of your students' learning journey during your planned assignment. When you know exactly where you are headed, how you will get there, and why you're moving forward in that way, it will be easier for your students to follow along.

**Analyze the Standards.** Because the focus standards are the backbone of the LDC Real Works curriculum, you should begin by understanding the alignment between the standards, the task, and the instructional ladder. You can use the **LDC Analyzing Standards in the Task and Skills List** ([see Appendix E](#)) to complete this thought exercise.

**Unpack the Task.** The best way to become familiar with the assignment and anticipate the support your students will need is to formulate a wide range of potential student responses to that assignment. The **Protocol for Unpacking Your LDC Module** ([see Appendix F](#)) can be used to guide your thinking.

**Study the Rubrics.** In order to provide differentiated support for your students, you will need to **know the rubrics** well—including what they are assessing and the progression in the rubric that lays out how students grow their cognitive skills. We recommend unpacking the rubrics with colleagues prior to teaching the module so that you have a deep sense

of what your students will work on. This will become important as you think about targeted differentiation. For example, are you providing support in your small groups to **solidify skills at a score level**, or are you providing support in small groups to help students **move from one level to the next**? You may be doing both depending on what your students need. Knowing the rubric well helps you make and understand these decisions. Relevant rubrics are attached in several places:

- The full rubric that should be used to score students' final products can be found below the task prompt in the module itself, attached to the Rubric Analysis Mini-Task, and in the Product Resource Organizer (PRO) in the "Student Handouts" section of the module.
- Single-standard rubrics for R4, R2, R1, and the focus reading standard of the task are attached to specific Mini-Tasks where they are relevant.

**Get to know the instructional plan.** Read through the **Skills List** and **Mini-Tasks** to understand how instruction is sequenced and scaffolded to support students in acquiring enduring skills and completing the final product of the module. Of course, you know your students best and you are the teaching professional. Real Works Modules are designed to contain examples of best practices, and you should always focus on what your students need and the ways in which they learn the best. Use the instructional plan provided to think about targeting your instruction, and use your professional judgment to modify the differentiation needed for your particular students and your particular teaching style.

# X. Teaching Real Works Modules in a Virtual Space

The Real Works curriculum is not just for in-person instruction; it can also be thoughtfully implemented in virtual classrooms. In order to establish sustained and successful virtual teaching and learning across your school, we recommend that full school or teacher teams make the following decisions before planning for specific virtual lessons:

## Determine your main communication hub.

Choose one consistent place students can go for assignments, feedback, posted videos, or messages. This will be the hub for your virtual work.

## Suggested platforms:

Google Classroom, Learning Management Systems (e.g. Schoology)

## Prioritize the curriculum that matters most.

Determine the most high-leverage moments in your existing curriculum or unit. Figure out which parts are most important to teach with the time you have with students, and what parts of that curriculum can be enhanced or let go of in the virtual world.

## Example think-aloud:

*Our EL Curriculum has several modules with a 9-week pacing guide. Perhaps I teach using the main concepts and most logical texts from each unit, then determine which additional texts and lessons best support the type of thinking work I want students doing around the standards.*

## Identify shared synchronous and asynchronous platforms for your team or school.

We recommend no more than 3 virtual platforms for students to use to show their learning per quarter. Choose platforms that will allow students to show their thinking through discussion, video and audio recording, and writing.

We also recommend no more than 2 virtual platforms for educators to use to teach their students.

## Suggested platforms:

Synchronous: Zoom, Google Meet

Asynchronous: Google Docs, Google Slides, Seesaw, Flipgrid, Padlet

With these decisions in place, use the **Planning for your Flipped Classroom Protocol** ([see Appendix G](#)) in order to best adapt your Real Works Module for your specific virtual classroom.

# XI. Real Works Modules. Real Results.



In addition to being rigorous, standards-driven, and authentic, Real Works Modules are fun to teach! Watching students connect the learning they are doing in your classroom to their lives outside of school is one of the best parts of teaching. The second best part? Seeing students meet benchmarks and accomplish literacy milestones you didn't think were possible. Real Works Modules are designed to push you beyond, perhaps, what you or they thought was possible. They were also designed to include all the scaffolding needed to make sure you're never pushing too hard. Each module's authentic product is an artifact of your students' learning. Making note of that student learning through that artifact will allow you not only to meet students' future needs, but to also adjust your own teaching practices in other areas of instruction.

The Real Works Modules come with two student work analysis protocols that can help you effectively and efficiently assess student learning as well as plan responsive, targeted instruction. While each of these protocols can be completed independently, we

recommend they be enacted as part of your regular PLC meeting so that you can calibrate your scoring processes and identify patterns both within and across classrooms.

In the **Analyzing Student Work Protocol 1** ([see Appendix H](#)), you analyze student writing for evidence of the standards and learn the structure and content of an analytic rubric. The protocol is divided into two parts to allow for two separate but related ways of analyzing student work. In order to gain the most powerful insight into your students' developing mastery of standards and allow you to plan for future instruction accordingly, both parts should be completed.

In the **Analyzing Student Work Protocol 2** ([see Appendix I](#)), you will analyze the results from scoring with an analytic rubric to identify patterns in student skill development and ways that you can respond to those patterns in your teaching.

## XII. Final Thoughts

The LDC Real Works Curriculum is a journey, for you and your students, into the reading and writing practices of real scholars and professionals. It is an opportunity for your students to not just show what they know, but to communicate it through authentic products. It is also an opportunity for you to teach more authentic and effective forms of communication that reinforce how learning experiences in school are used in daily practice outside of the classroom. By teaching Real Works Modules, you are joining a network of thousands of educators across the United States who want to go beyond the status quo; who want to continually grow their instructional practices; who believe in the power of working together for the common good.

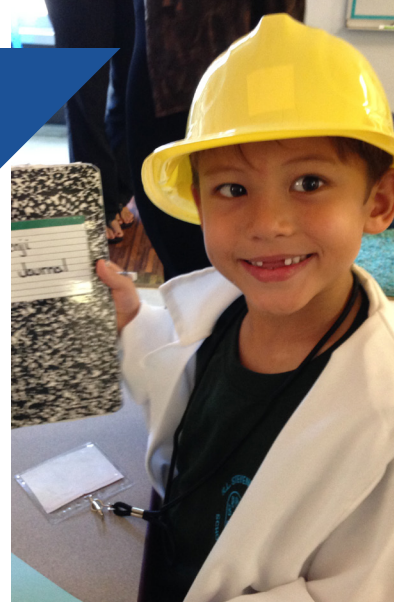
We readily admit that Real Works Modules are different. At first, they may seem overwhelming, or too difficult for your students, or too disconnected from your current curriculum. You're not the first teacher to feel that way. But we know they work. We know you can teach them and that your students can successfully respond to them. We want to echo what we hear so often when out in the field listening to teachers and administrators. Just try it. When you see your students engaged in the reading and discussion of the module, when you see them writing artifacts you never thought possible, you'll be glad you did!

### Enjoy the journey!



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## Appendix A: Real Works Module Teaching Calendar

Teacher Name:	
Grade/Subject or Course:	
Quarter/Marking Period:	
Link to Anchor Module:	

### Key Dates

Specific Date Range in Which I Will Teach This Module:	
Student Work Scoring/Analysis with Colleagues:	
Other PLCs/Meetings:	

### Daily Calendar

<i>Insert the dates of each day you will be teaching the module</i>	Mini-Task #(s)	Be Sure to Print/Prepare...
Day 1:		
Day 2:		
Day 3:		
Day 4:		
Day 5:		
Day 6:		
Day 7:		
Day 8:		
Day 9:		
Day 10:		
Day 11:		
Day 12:		
Day 13:		

LITERACY DESIGN  
**COLLABORATIVE**

<b>Day 14:</b>		
<b>Day 15:</b>		

## Appendix B: LDC Real Works Anchor Curriculum Map

	Q1	Q2	Q3	Q4
	Connections	Comparisons	Perspectives	Evaluations
Essential Question	How do individuals, events, or ideas develop and interact to contribute to central ideas?	How do varied media, formats, literary devices, or rhetorical strategies contribute to the development of central ideas?	How does point of view or purpose shape central ideas?	How do reasoning and evidence effectively support central ideas?
Goal Standard	R2			
Common Focus Standard	R3	R7 <sup>1</sup>	R6	R8
ELA				
ELA Product	Literary Analysis	Literary or Rhetorical Analysis	Literary or Rhetorical Analysis	Evaluation
Text Type	Literature	Literature or Literary Non-Fiction	Literature or Literary Non-Fiction	Literary Non-Fiction
Writing Mode	I/E	I/E	Arg	Arg
Science				
Science Product	Lab Report	Poster Presentation or Infographic	None	Scientific Analysis or Literature Review
Text Type	Data from Observations or Experiments, Informational Text	Texts of Diverse Media and Format, e.g., Charts, Graphs, Images, Maps, Models	n/a	Scientific Arguments, e.g., Predictions, Proposals, Lab Reports, etc.
Writing Mode	I/E	Arg	n/a	I/E
Social Studies				
Social Studies Product	Causal Analysis	Multimodal Research Report	Historical Analysis or Historiographical Essay	None
Text Type	Primary and Secondary Sources	Maps, Photos, Timelines, Political Cartoons, Informational Text	Primary and Secondary Sources	n/a
Writing Mode	Arg	I/E	I/E	n/a

<sup>1</sup> In secondary ELA, some modules use R4 instead of R7.



## LDC Real Works Anchor Curriculum Map

### Module Purpose and Focus

	Q1	Q2	Q3	Q4
	Connections	Comparisons	Perspectives	Evaluations
<b>Essential Question</b>	How do individuals, events, or ideas develop and interact to contribute to central ideas?	How do varied media, formats, literary devices, or rhetorical strategies contribute to the development of central ideas?	How does point of view or purpose shape central ideas?	How do reasoning and evidence effectively support central ideas?
<b>Goal Standard</b>	<b>R2</b>			
<b>Focus Standard Pairs</b>	<b>R3</b>	<b>R7</b>	<b>R6</b>	<b>R8</b>
<b>Module</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>System Focus</b>	How can/do common focus standards & questions create alignment & coherence opportunities?	How can/do common focus standards lead to targeted instruction?	How can/do teachers use formative and periodic data to provide specific instruction targeting specific skills?	How can/do teachers use curriculum to provide data-driven, differentiated instruction?
<b>Principal Practice Focus</b>	How do I establish and protect time for teachers to have collaborative conversations about focus standards and alignment?	How do I support teachers in creating collaborative cultures that use focus standards to drive targeted instruction?	How can/do I support teachers in analyzing and using data within their teams to make decisions about instruction?	How can/do I create space for teachers to share differentiation strategies within and across grade levels?
<b>Teacher Focus</b>	How and why do standards work best in clusters?	How can/do common focus standards help you target instruction on specific student skills?	How can/do modules help you know what to teach next (daily and at the end of the module)?	How can/do you differentiate within Mini-Tasks to make sure that every student has learned all the skills on your skills list?
<b>Student Focus</b>	What standards will I focus on during this task/module?	How does the instruction I receive help me practice the focus standards with independence and competence?	How will I and my teacher know if I've practiced those standards with independence and competence?	How will my teacher give me targeted instruction in the focus standards? How am I growing in independence and competence?
<b>Evidence</b>	<ul style="list-style-type: none"> <li>● Map PL conversations</li> <li>● Analysis—task → alignment to focus standards</li> <li>● Student task analysis</li> <li>● Scored student work</li> <li>● Student work analysis: focus standards</li> <li>● Self-evaluation: Teacher</li> <li>● Self-evaluation: Student</li> </ul>	<ul style="list-style-type: none"> <li>● Map PL conversations</li> <li>● Analysis—task/focus standards → Skills List</li> <li>● Module plans: Text selection</li> <li>● Student Skills List analysis</li> <li>● Scored student work</li> <li>● Student work analysis: rubric</li> <li>● Self-evaluation: Teacher</li> <li>● Self-evaluation: Student</li> </ul>	<ul style="list-style-type: none"> <li>● Map PL conversations</li> <li>● Analysis—Mini-Tasks as formative assessments</li> <li>● Scored student work</li> <li>● Student work analysis: patterns</li> <li>● Student Skills List analysis</li> <li>● Self-evaluation: Teacher</li> <li>● Self-evaluation: Student</li> </ul>	<ul style="list-style-type: none"> <li>● Map PL conversations</li> <li>● Module plans: buckets/categories for differentiation in Mini-Tasks</li> <li>● Scored student work</li> <li>● Student work analysis: individual student needs</li> <li>● Student Skills List analysis</li> <li>● Self-evaluation: Teacher</li> </ul>

## LDC Real Works Anchor Curriculum Map

### Grade Level Benchmark Modules

	Q1	Q2	Q3	Q4
	Connections	Comparisons	Perspectives	Evaluations
Essential Question	How do individuals, events, or ideas develop and interact to contribute to central ideas?	How do varied media, formats, literary devices, or rhetorical strategies contribute to the development of central ideas?	How does point of view or purpose shape central ideas?	How do reasoning and evidence effectively support central ideas?
Goal Standard	R2			
Focus Standard Pairs	R3	R7 <sup>2</sup>	R6	R8
K	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R3)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
1	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
2	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
3	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
4	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
5	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
6	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R4)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>

<sup>2</sup> In secondary ELA, some modules use R4 instead of R7.

<b>7</b>	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R4)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
<b>8</b>	ELA: <a href="#">Quarter 1 (R2/R3)</a> Sci: <a href="#">Quarter 1 (R2/R3)</a> SS: <a href="#">Quarter 1 (R2/R3)</a>	ELA: <a href="#">Quarter 2 (R2/R7)</a> Sci: <a href="#">Quarter 2 (R2/R7)</a> SS: <a href="#">Quarter 2 (R2/R7)</a>	ELA: <a href="#">Quarter 3 (R2/R6)</a> SS: <a href="#">Quarter 3 (R2/R6)</a>	ELA: <a href="#">Quarter 4 (R2/R8)</a> Sci: <a href="#">Quarter 4 (R2/R8)</a>
<b>9-10</b>	ELA: <a href="#">9th Quarter 1 (R2/R3)</a> <a href="#">10th Quarter 1 (R2/R3)</a> Sci: <a href="#">Biology Quarter 1 (R2/R3)</a> SS: <a href="#">World History Quarter 1 (R2/R3)</a>	ELA: <a href="#">9th Quarter 2 (R2/R4)</a> <a href="#">10th Quarter 2 (R2/R4)</a> Sci: <a href="#">Biology Quarter 2 (R2/R7)</a> SS: <a href="#">World History Quarter 2 (R2/R7)</a>	ELA: <a href="#">9th Quarter 3 (R2/R6)</a> <a href="#">10th Quarter 3 (R2/R6)</a> SS: <a href="#">World History Quarter 3 (R2/R6)</a>	ELA: <a href="#">9th Quarter 4 (R2/R8)</a> <a href="#">10th Quarter 4 (R2/R8)</a> Sci: <a href="#">Biology Quarter 4 (R2/R8)</a>
<b>11-12</b>	ELA: <a href="#">11th Quarter 1 (R2/R3)</a> <a href="#">12th Quarter 1 (R2/R3)</a> Sci: <a href="#">Chemistry Quarter 1 (R2/R3)</a> <a href="#">Physics Quarter 1 (R2/R3)</a> SS: <a href="#">U.S. History Quarter 1 (R2/R3)</a>	ELA: <a href="#">11th Quarter 2 (R2/R7)</a> <a href="#">12th Quarter 2 (R2/R4)</a> Sci: <a href="#">Chemistry Quarter 2 (R2/R7)</a> <a href="#">Physics Quarter 2 (R2/R7)</a> SS: <a href="#">U.S. History Quarter 2 (R2/R7)</a>	ELA: <a href="#">11th Quarter 3 (R2/R6)</a> <a href="#">12th Quarter 3 (R2/R6)</a> SS: <a href="#">U.S. History Quarter 3 (R2/R6)</a>	ELA: <a href="#">11th Quarter 4 (R2/R8)</a> <a href="#">12th Quarter 4 (R2/R8)</a> Sci: <a href="#">Chemistry Quarter 4 (R2/R8)</a> <a href="#">Physics Quarter 4 (R2/R8)</a>

## Appendix C: Standards Thinking Questions

### What Are These Questions, and How Do I Use Them to Plan and Teach?

Literacy standards are big bites. Each standard contains multiple concepts and skills that need to be taught explicitly to support students in doing the full thinking work of the standards with real texts in each content area. The **Essential Questions** in this resource articulate that thinking work. Rooted in the K-12 anchor reading standards, these Essential Questions help students make sense of the ideas, concepts, and information that drive innovation, facilitate ongoing knowledge making, and contribute to an evolving understanding of the world around them.

To help students grapple with the Essential Questions, the **Foundation and Application Questions** in this resource break down the grade-level literacy standards into smaller, more manageable bites.

- **Foundation Questions** help you build understanding of the language, concepts, and skills that are embedded in each grade-level standard. Consider including these questions in your weekly or quarterly instructional plans to intentionally sequence the skills and concepts that students will learn during those time periods.
- **Application Questions** help you apply the thinking work of each grade-level standard with an actual text. You can post these questions on the wall and ask them frequently with any text students read in class. For ELA modules, which pair two reading standards together in the focus cluster, we also provide questions that explore how the two standards interact or work together.

The Foundation and Application Questions scaffold the complex disciplinary thinking work of the LDC Real Works modules. If you work on these questions regularly throughout each academic quarter, your students will be well prepared to synthesize the work of multiple standards in a module during the last few weeks of the quarter.

### Key Features of The Standards Thinking Questions

The questions highlight **key terms and concepts** in bold font and **new or changing vocabulary and concepts** at each grade level in blue to help you quickly identify how the standard builds on and evolves from the work students did in previous grade levels.

Some questions include an **Academic Language Focus** that calls out the language structures and functions students need to learn in order to talk or write about text in the ways called for by the standards. For example, “**How do you describe the tone of a literary text?**” and “**What words and phrases can you use to describe time, sequence, and cause/effect?**”

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for Kindergarten ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
---

Standard	Thinking Questions
<p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>Foundation:</b></p> <p>What is a <b>retelling</b>? How do you <b>retell</b> a story?</p> <p>What’s the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p>
<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>Foundation:</b></p> <p>What do the terms <b>characters, setting, and events</b> mean?</p> <p>How do you identify the <b>characters, settings, and events</b> in a story?</p> <p>What counts as a <b>major event</b>?</p> <p><b>Application:</b></p> <p>Who are the characters in the story?</p> <p>Where and when does the story take place?</p> <p>What major events happen in the story?</p>
<p><b>R2 / R3 Application:</b></p> <p>What happens in this story?</p> <p>What information about the characters, setting, and events do you need to include to retell the story?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 1st Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>Foundation:</b></p> <p>What is a <b>central message or lesson</b>? How do you find the <b>central message or lesson</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p> <p>What is the central message or lesson of the story?</p>
<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>Foundation:</b></p> <p><b>How can you use key details</b> from a story to <b>describe characters, settings, and events</b>?</p> <p>What counts as a <b>major event</b>?</p> <p><b>Application:</b></p> <p>Who are the characters in the story, and what are they like?</p> <p>When and where does the story take place?</p> <p>What major events happen in the story?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do the characters, settings, and events in a story help you understand the central message or lesson?</p> <p>What key details help you describe the characters, setting, and major events?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 2nd Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>retelling</b> a story and <b>recounting</b> a story? How do you <b>recount</b> a story?</p> <p>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to recount this story? In what order?</p> <p>What is the central message, lesson, or moral of the story?</p>
<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p><b>Foundation:</b></p> <p>What does it mean for characters to respond to events and challenges? How do you describe their responses?</p> <p><b>Application:</b></p> <p>What major events and challenges did the characters face in this story?</p> <p>How did the characters respond to those events and challenges?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do characters' responses to major events and challenges help you understand the central message, lesson, or moral in a story?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 3rd Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Foundation:</b></p> <p>How do you <b>recount</b> a story?</p> <p>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do key details <b>convey</b> the <b>central message, lesson, or moral</b> of a story?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What is the central message, lesson, or moral of the story?</p> <p>What key details are most helpful to find the central message, lesson, or moral of the story?</p> <p>How do those key details convey the central message, lesson, or moral of the story?</p>
<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>Foundation:</b></p> <p>What are character <b>traits, motivations, and feelings</b>? <b>How do you describe character traits, motivations, and feelings</b>?</p> <p>How do character actions <b>contribute to the sequence of events or plot in a story</b>?</p> <p><b>Application:</b></p> <p>How are the characters described in the story?</p> <p>What are their personalities like?</p> <p>Why do they act the way they do?</p> <p>How do they feel about the events in the story?</p>



LITERACY DESIGN  
**COLLABORATIVE**

	How do the characters' actions move the story along?
<b>R2 / R3 Application:</b> How do character actions, traits, motivations, and feelings contribute to the central message, lesson, or moral of a story?	

Standards Thinking Questions: RL.2 and RL.3

Anchor Module for 4th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

Grade-Level Standards Thinking Questions

Formatting Key

**Bold:** Key Vocabulary and Concepts  
**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>? How is <b>theme</b> different from <b>central message, lesson, or moral</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do you <b>use the details</b> in a text to determine its <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>What is a theme of this text?</p> <p>How do the key details in the text help you determine a theme?</p>
<p><b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p><b>Foundation:</b></p> <p>How do you use <b>specific details</b> to describe <b>characters, settings, and events in depth</b>?</p> <p><b>Application:</b></p> <p>What is important about the characters, settings, or events in this story?</p> <p>What details help you describe the characters, settings, or events?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do details about characters, settings, or events help you understand a theme?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 5th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do <b>character reactions</b> or <b>speaker reflections</b> help you determine a <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>How do the characters respond to challenges? OR</p> <p>How does the speaker reflect on a topic?</p> <p>What specific details, character reactions or speaker reflections are the most relevant to determining the theme?</p> <p>What is a theme of this text?</p> <p>How do the character reactions or speaker reflections in this text help you determine a theme?</p>
<p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>compare and contrast</b>?</p> <p>How do you use details in the text to <b>identify similarities and differences</b> between characters, settings, and events?</p> <p><b>Application:</b></p> <p>What important similarities and differences do you see between characters, settings, or events in this text?</p> <p>What specific details in the text demonstrate those similarities and</p>

# LITERACY DESIGN COLLABORATIVE

	differences?
<b>R2 / R3 Application:</b> How do comparisons between characters, settings, and events in a text help you determine a theme?	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 6th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

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**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RL.6.2</b> Determine a theme or central idea 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><b>Foundation:</b></p> <p>What <b>details</b> in the text are important to understanding a <b>theme</b>?</p> <p>How do <b>particular details</b> in the text <b>convey</b> a <b>theme</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>without personal opinions or judgments</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>What details are important to understanding that theme?</p> <p>How do those details convey that theme?</p>
<p><b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>Foundation:</b></p> <p>How are <b>plots</b> structured in stories and dramas? What are <b>plot episodes</b>?</p> <p>What is a <b>resolution</b>?</p> <p><b>How do you describe the unfolding of a plot in a series of episodes?</b></p> <p>How do you track the way characters respond or change over the course of a plot?</p> <p><b>Application:</b></p> <p>What are the key plot episodes in this text? How does the plot unfold in this series of episodes?</p> <p>How do the characters respond or change over the course of the plot?</p>
<p><b>R2 / R3 Application:</b></p> <p>How does character development in response to the events of the plot convey a theme?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 7th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

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Standard	Thinking Questions
<p><b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> <b>develop over the course of a text</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p>
<p><b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><b>Foundation:</b></p> <p>How do you identify significant <b>story elements</b> in a text?</p> <p>What does it mean for <b>story elements</b> to <b>interact</b>? What are some examples of <b>story elements</b> interacting? (e.g., how setting shapes the characters or plot)</p> <p>How do you analyze the effects of the interactions among story elements?</p> <p><b>Application:</b></p> <p>What particular story elements in the text interact?</p> <p>How do they interact?</p>
<p><b>R2 / R3 Application:</b></p> <p>How does the interaction of story elements contribute to the development of theme?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 8th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> develop over the course of a text?</p> <p>How do <b>characters, setting, and plot</b> <b>connect to and contribute to the development</b> of theme?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p> <p>How do the characters, setting, and plot contribute to the development of theme?</p>
<p><b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>Foundation:</b></p> <p>How do you identify lines of <b>dialogue</b> or <b>incidents</b> that are particularly significant to understanding a story or drama?</p> <p>How can particular lines of <b>dialogue</b> or <b>incidents</b> <b>propel the action, reveal aspects of a character, or provoke a decision</b>?</p> <p><b>Application:</b></p> <p>What lines of dialogue or incidents are particularly significant in this text?</p> <p>What are the effects of those lines of dialogue or incidents? Do they move the story forward? Reveal something about a character? Lead to a big decision?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do significant lines of dialogue or incidents contribute to the development of theme over the course of the text?</p>	

Standards Thinking Questions: RL.2 and RL.3

Anchor Module for 9th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts  
**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>What does it mean for a <b>theme</b> to <b>emerge</b> over the course of a text?            How can <b>specific details</b> <b>shape and refine</b> a <b>theme</b> over the course of a text?            What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?            What specific details help shape and refine a theme in this text?            What is a theme of this text?            How does that theme emerge and develop over the course of the text?</p>
<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>Foundation:</b></p> <p>What makes a character <b>complex</b>? What does it mean for a <b>character to have multiple or conflicting motivations</b>?            How do you track the <b>development and interaction of complex characters</b> over the course of the text?</p> <p><b>Application:</b></p> <p>Which characters in this text are complex? What makes them complex?            How do the complex characters develop and interact in this text?</p>
<p><b>R2 / R3 Application:</b></p> <p>How does the development and interaction of complex characters shape and refine a theme?</p>	



## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 10th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>What does it mean for a <b>theme</b> to <b>emerge</b> over the course of a text?</p> <p>How can <b>specific details</b> <b>shape and refine</b> a <b>theme</b> over the course of a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What specific details help shape and refine a theme in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme emerge and develop over the course of the text?</p>
<p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>Foundation:</b></p> <p>What makes a character <b>complex</b>? What does it mean for a <b>character to have multiple or conflicting motivations</b>?</p> <p>How do you track the <b>development and interaction of complex characters</b> over the course of the text?</p> <p><b>Application:</b></p> <p>Which characters in this text are complex? What makes them complex?</p> <p>How do the complex characters develop and interact in this text?</p>
<p><b>R2 / R3 Application:</b></p> <p>How does the development and interaction of complex characters shape and refine a theme?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 11th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you determine <b>multiple themes</b> or <b>multiple aspects of a complex theme</b>?</p> <p>How do <b>multiple themes</b> or <b>aspects of a complex theme</b> <b>interact and build on one another</b> in a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What themes develop over the course of the text?</p> <p>How do those themes interact and build on one another?</p>
<p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>Foundation:</b></p> <p>What kind of <b>choices do authors make</b> regarding how to <b>develop and relate</b> elements of a story or drama? (E.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>How do you identify the significant <b>authorial choices</b> in a text?</p> <p>What kind of effects do these authorial choices have in stories and dramas?</p> <p>How do you <b>analyze the impact of author's choices</b>?</p> <p><b>Application:</b></p> <p>What significant choices does the author make about story elements?</p> <p>What are the effects of those choices?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do the author's choices about story elements contribute to the development of multiple themes in the text?</p>	

## Standards Thinking Questions: RL.2 and RL.3

### Anchor Module for 12th Grade ELA, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you determine <b>multiple themes</b> or multiple aspects of a <b>complex theme</b>?</p> <p>How do <b>multiple themes</b> or <b>aspects of a complex theme</b> <b>interact and build on one another</b> in a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What themes develop over the course of the text?</p> <p>How do those themes interact and build on one another?</p>
<p><b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>Foundation:</b></p> <p>What kind of <b>choices do authors make</b> regarding how to <b>develop and relate</b> elements of a story or drama? (E.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>How do you identify the significant <b>authorial choices</b> in a text?</p> <p>What kind of effects do these authorial choices have in stories and dramas?</p> <p>How do you <b>analyze the impact of author's choices</b>?</p> <p><b>Application:</b></p> <p>What significant choices does the author make about story elements?</p> <p>What are the effects of those choices?</p>
<p><b>R2 / R3 Application:</b></p> <p>How do the author's choices about story elements contribute to the development of multiple themes in the text?</p>	

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for Kindergarten Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p> <p><b>Green:</b> Academic Language Focus</p>
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Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <p>What is a <b>main topic</b>?</p> <p>What does it mean to <b>retell</b> a text?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What are the key details in this text?</p>
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <p>What are some ways that <b>individuals, events, and ideas</b> can be connected?</p> <p><b>How do you describe the connections between individuals, events, and ideas in a text?</b></p> <p><b>Application:</b></p> <p>What are the important individuals, events, or ideas in this text?</p> <p>How are individuals, events, or ideas in this text connected?</p>

Standards Thinking Questions: RI.2 and RI.3

Anchor Module for 1st Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

Grade-Level Standards Thinking Questions

Formatting Key

**Bold:** Key Vocabulary and Concepts  
 Blue: New or Changing Vocabulary or Concepts at This Grade Level  
 Green: Academic Language Focus

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some ways that <b>individuals, events, and ideas</b> can be connected?</li> <li>How do you describe the connections between <b>individuals, events, and ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the important individuals, events, or ideas in this text?</li> <li>How are individuals, events, or ideas in this text connected?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 2nd Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p> <p><b>Green:</b> Academic Language Focus</p>
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Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main topic</b> in a text?</p> <p>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</p> <p>How are ideas <b>organized into paragraphs</b> within a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What subtopic does each paragraph focus on?</p>
<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>Foundation:</b></p> <p>What is a <b>series</b> of events, ideas, or steps?</p> <p><b>How do you describe the connection between events, ideas, or concepts in a series?</b></p> <p><b>Application:</b></p> <p>What are the important events, ideas, or steps in this text?</p> <p>How are the events, ideas, or steps in this text connected?</p>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 3rd Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p> <p><b>Green:</b> Academic Language Focus</p>
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Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>series of events, ideas, or steps</b>?</li> <li>How do you describe the relationship between <b>events, ideas, or steps</b> in a series?</li> <li>What words and phrases can you use that help you describe <b>time, sequence, and cause/effect</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the important events, ideas, or steps in this text?</li> <li>How are the events, ideas, or steps in this text related to one another?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 4th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do specific details <b>support</b> the main idea?</li> <li>What is a <b>summary</b>?</li> <li>How do you <b>summarize</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this text?</li> <li>What are the key details that support that main idea?</li> <li>How do those key details support the main idea?</li> </ul>
<p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to <b>explain</b> events, procedures, ideas, or concepts rather than <b>describing</b> them?</li> <li>How can you <b>use information</b> in a text to explain events, procedures, ideas, or concepts?</li> <li><b>What is the difference between explaining what happened and explaining why something happened?</b></li> <li>What information from the text can you use to help explain <b>why</b> something happened?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the key events, procedures, ideas, or concepts in this text?</li> <li>Why did the events happen?</li> <li>What information in the text helps you explain what happened and why it happened?</li> </ul>



## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 5th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Foundation:</b></p> <p>How can you use information in a text to <b>explain relationships</b> between individuals, events, ideas, or concepts?</p> <p><b>Application:</b></p> <p>What are the important individuals, events, ideas, or concepts in this text?</p> <p>How are those individuals, events, ideas, or concepts related? How do they interact with each other?</p>

## Standards Thinking Questions: RI.2 and RST.3

### Anchor Module for 6th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.6.2</b> Determine a central idea 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><b>Foundation:</b></p> <p>How is a <b>central idea</b> different from a <b>main idea</b>?</p> <p>How do particular details in the text convey a <b>central idea</b>?</p> <p>What are the traits of an <b>accurate</b> text summary?</p> <p>What does it mean to summarize <b>without personal opinions or judgments</b>?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How is the central idea conveyed through particular details?</p>
<p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>Foundation:</b></p> <p>Why is it important to follow a <b>procedure precisely</b> when carrying out <b>experiments</b>, taking <b>measurements</b>, or performing <b>technical tasks</b>?</p> <p>What strategies can you use to ensure that you follow a multistep <b>procedure precisely</b>?</p> <p><b>Application:</b></p> <p>What are the steps in this procedure?</p> <p>In what order do you need to perform the steps?</p> <p>Where would it be easy to make mistakes in the procedure? How will you avoid making those mistakes?</p>

## Standards Thinking Questions: RI.2 and RST.3

### Anchor Module for 7th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>Foundation:</b></p> <p>Why is it important to follow a <b>procedure precisely</b> when carrying out <b>experiments</b>, taking <b>measurements</b>, or performing <b>technical tasks</b>?</p> <p>What strategies can you use to ensure that you follow a multistep <b>procedure precisely</b>?</p> <p><b>Application:</b></p> <p>What are the steps in this procedure?</p> <p>In what order do you need to perform the steps?</p> <p>Where would it be easy to make mistakes in the procedure? How will you avoid making those mistakes?</p>

## Standards Thinking Questions: RI.2 and RST.3

### Anchor Module for 8th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</p> <p>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How do the supporting ideas relate to and develop the central idea over the course of the text?</p>
<p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p><b>Foundation:</b></p> <p>Why is it important to follow a <b>procedure precisely</b> when carrying out <b>experiments</b>, taking <b>measurements</b>, or performing <b>technical tasks</b>?</p> <p>What strategies can you use to ensure that you follow a multistep <b>procedure precisely</b>?</p> <p><b>Application:</b></p> <p>What are the steps in this procedure?</p> <p>In what order do you need to perform the steps?</p> <p>Where would it be easy to make mistakes in the procedure? How will you avoid making those mistakes?</p>

## Standards Thinking Questions: RI.2 and RST.3

### Anchor Module for 9th-10th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Foundation:</b></p> <p>Why is it important to follow a <b>procedure precisely</b> when carrying out <b>experiments</b>, taking <b>measurements</b>, or performing <b>technical tasks</b>?</p> <p>What strategies can you use to ensure that you follow a multistep <b>procedure precisely</b>?</p> <p><b>How do you recognize special cases or exceptions</b> and attend to those when following a complex multistep procedure?</p> <p><b>Application:</b></p> <p>What are the steps in this procedure?</p> <p>In what order do you need to perform the steps?</p> <p>Where would it be easy to make mistakes in the procedure? How will you avoid making those mistakes?</p> <p>What special cases or exceptions do you need to pay attention to?</p>

## Standards Thinking Questions: RI.2 and RST.3

Anchor Module for 11th-12th Grade Science, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RST.11-12.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>Why is it important to follow a <b>procedure precisely</b> when carrying out <b>experiments</b>, taking <b>measurements</b>, or performing <b>technical tasks</b>?</li> <li>What strategies can you use to ensure that you follow a multistep <b>procedure precisely</b>?</li> <li><b>How do you use explanations in the text to analyze results of an experiment, measurement, or technical task?</b></li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the steps in this procedure?</li> <li>In what order do you need to perform the steps?</li> <li>What information in the text helps you make sense of the results of your experiment or measurements?</li> <li>Based on explanations in the text, what conclusions can you draw from the results of your experiment or measurements?</li> </ul>

Standards Thinking Questions: RI.2 and RI.3

Anchor Module for Kindergarten Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

Grade-Level Standards Thinking Questions

Formatting Key

**Bold:** Key Vocabulary and Concepts  
 Blue: New or Changing Vocabulary or Concepts at This Grade Level  
 Green: Academic Language Focus

Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some ways that <b>individuals, events, and ideas</b> can be connected?</li> <li>How do you describe the connections between <b>individuals, events, and ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the important individuals, events, or ideas in this text?</li> <li>How are individuals, events, or ideas in this text connected?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 1st Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some ways that <b>individuals, events, and ideas</b> can be connected?</li> <li><b>How do you describe the connections between individuals, events, and ideas in a text?</b></li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the important individuals, events, or ideas in this text?</li> <li>How are individuals, events, or ideas in this text connected?</li> </ul>



## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 2nd Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p> <p><b>Green:</b> Academic Language Focus</p>
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Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main topic</b> in a text?</p> <p>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</p> <p>How are ideas <b>organized into paragraphs</b> within a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What subtopic does each paragraph focus on?</p>
<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>Foundation:</b></p> <p>What is a <b>series</b> of events, ideas, or steps?</p> <p><b>How do you describe the connection between events, ideas, or concepts in a series?</b></p> <p><b>Application:</b></p> <p>What are the important events, ideas, or steps in this text?</p> <p>How are the events, ideas, or steps in this text connected?</p>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 3rd Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>series of events, ideas, or steps</b>?</li> <li>How do you describe the relationship between <b>events, ideas, or steps</b> in a series?</li> <li>What words and phrases can you use that help you describe <b>time, sequence, and cause/effect</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the important events, ideas, or steps in this text?</li> <li>How are the events, ideas, or steps in this text related to one another?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 4th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do specific details <b>support</b> the main idea?</li> <li>What is a <b>summary</b>?</li> <li>How do you <b>summarize</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this text?</li> <li>What are the key details that support that main idea?</li> <li>How do those key details support the main idea?</li> </ul>
<p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.d cause/effect.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to <b>explain</b> events, procedures, ideas, or concepts rather than <b>describing</b> them?</li> <li>How can you <b>use information</b> in a text to explain events, procedures, ideas, or concepts?</li> <li><b>What is the difference between explaining what happened and explaining why something happened?</b></li> <li>What information from the text can you use to help explain <b>why</b> something happened?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the key events, procedures, ideas, or concepts in this text?</li> <li>Why did the events happen?</li> <li>What information in the text helps you explain what happened and why it happened?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 5th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Foundation:</b></p> <p>How can you use information in a text to <b>explain relationships</b> between individuals, events, ideas, or concepts?</p> <p><b>Application:</b></p> <p>What are the important individuals, events, ideas, or concepts in this text?</p> <p>How are those individuals, events, ideas, or concepts related? How do they interact with each other?</p>

Standards Thinking Questions: RI.2 and RI.3

Anchor Module for 6th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>analyze</b> interactions between individuals, events, and ideas rather than <b>describing</b> or <b>explaining</b> them?</p> <p>What does it mean for ideas, individuals, and/or events to <b>influence</b> one another?</p> <p><b>Application:</b></p> <p>What are the key interactions between individuals, events, and ideas in this text?</p> <p>What is important about those interactions?</p>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 7th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>analyze</b> interactions between individuals, events, and ideas rather than <b>describing</b> or <b>explaining</b> them?</p> <p>What does it mean for ideas, individuals, and/or events to <b>influence</b> one another?</p> <p><b>Application:</b></p> <p>What are the key interactions between individuals, events, and ideas in this text?</p> <p>What is important about those interactions?</p>

## Standards Thinking Questions: RI.2 and RI.3

### Anchor Module for 8th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</p> <p>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How do the supporting ideas relate to and develop the central idea over the course of the text?</p>
<p><b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>Foundation:</b></p> <p><b>What techniques do authors use to connect or distinguish individuals, events, and ideas?</b></p> <p>What is a <b>comparison</b>? What is an <b>analogy</b>? What are <b>categories</b>?</p> <p>How can you identify these techniques in order to <b>analyze the interactions</b> between individuals, events, and ideas in a text?</p> <p><b>Application:</b></p> <p>What are the important individuals, ideas, or events in this text?</p> <p>What techniques does the author use to connect or distinguish individuals, ideas, or events in this text?</p>

## Standards Thinking Questions: RI.2 and RH.3

### Anchor Module for 9th-10th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>Foundation:</b></p> <p>When events happen in a series, what is the difference between events <b>causing</b> later events and events simply <b>preceding</b> later events?</p> <p>How can you determine whether earlier events <b>caused</b> later ones or simply <b>preceded</b> them?</p> <p><b>Application:</b></p> <p>What is the relationship between events in this text?</p> <p>Did earlier events cause later ones or simply precede them?</p>



## Standards Thinking Questions: RI.2 and RH.3

### Anchor Module for 11th-12th Grade Social Studies, Quarter 1

**Essential Question:** How do individuals, events, or ideas develop and interact to contribute to central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>When studying history, why do we need to evaluate various explanations for actions or events?</li> <li>How do you figure out which explanations best <b>accord with</b> textual evidence?</li> <li>Why are some things still uncertain even after studying the available texts on an action or event in history?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What explanations are presented for the actions or events we are studying?</li> <li>Which explanation best accords with textual evidence? How can you tell?</li> <li>What, if anything, does the text leave uncertain?</li> </ul>

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for Kindergarten ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.</p>	<p><b>Foundation:</b></p> <p>What is a <b>retelling</b>? How do you <b>retell</b> a story?</p> <p>What’s the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p>
<p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p><b>Foundation:</b></p> <p>What do <b>illustrations</b> do in a story?</p> <p>How do they relate to the words in the story?</p> <p><b>Application:</b></p> <p>What does this illustration show? How is it related to the story?</p>
<p><b>R2 / R7 Application:</b></p> <p>What illustrations support the retelling of the story?</p> <p>How do the illustrations help to bring out key details?</p>	

Standards Thinking Questions: RL.2 and RL.7

Anchor Module for 1st Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**  
**Bold:** Key Vocabulary and Concepts  
 Blue: New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><b>Foundation:</b></p> <p>What is a <b>central message or lesson</b>? How do you find the <b>central message or lesson</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p> <p>What is the central message or lesson of the story?</p>
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<p><b>Foundation:</b></p> <p>How do the <b>illustrations</b> in a story help you describe the <b>characters, setting, and events</b>?</p> <p><b>Application:</b></p> <p>What do the illustrations in this story show you about the characters, setting, or events?</p>
<p><b>R2 / R7 Application:</b></p> <p>How do the illustrations and key details work together to help you understand the central message or lesson of the story?</p>	

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for 2nd Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>retelling</b> a story and <b>recounting</b> a story? How do you <b>recount</b> a story?</p> <p>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to recount this story? In what order?</p> <p>What is the central message, lesson, or moral of the story?</p>
<p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>Foundation:</b></p> <p>How can you use the illustrations in a story to help you understand the <b>characters, setting, and plot</b>?</p> <p><b>Application:</b></p> <p>What do the illustrations in this story show you about the characters, setting, and plot?</p>
<p><b>R2 / R7 Application:</b></p> <p>How do the illustrations and words work together to help you understand the central message, lesson, or moral of the story?</p>	

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for 3rd Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you <b>recount</b> a story?</li> <li>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do key details <b>convey</b> the <b>central message, lesson, or moral</b> of a story?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What happens in this story?</li> <li>What is the central message, lesson, or moral of the story?</li> <li>What key details are most helpful to find the central message, lesson, or moral of the story?</li> <li>How do those key details convey the central message, lesson, or moral of the story?</li> </ul>
<p><b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some different ways <b>illustrations contribute to a story</b>? (e.g., create mood, emphasize aspects of a character or setting)</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What specific aspects of the text's illustrations are most interesting or important?</li> <li>What do those aspects of the illustrations contribute to the story that the words do not?</li> </ul>
<p><b>R2 / R7 Application:</b></p> <p>How do the illustrations and words work together to help you understand the central message, lesson, or moral of a story?</p>	

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for 4th Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>? How is <b>theme</b> different from <b>central message, lesson, or moral</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do you <b>use the details</b> in a text to determine its <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>What is a theme of this text?</p> <p>How do the key details in the text help you determine a theme?</p>
<p><b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>Foundation:</b></p> <p>What elements of a written text inform how someone would present the text orally or visually?</p> <p>How does a visual or oral presentation of a story reflect the written story?</p> <p><b>Application:</b></p> <p>Where and how do you see the written text reflected in the visual or oral presentation of the story?</p>
<p><b>R2 / R7 Application:</b></p> <p>How do different versions of a story or drama (written and oral or visual) reflect the same theme?</p>	

Standards Thinking Questions: RL.2 and RL.7

Anchor Module for 5th Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do <b>character reactions</b> or <b>speaker reflections</b> help you determine a <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>How do the characters respond to challenges? OR</p> <p>How does the speaker reflect on a topic?</p> <p>What specific details, character reactions or speaker reflections are the most relevant to determining the theme?</p> <p>What is a theme of this text?</p> <p>How do the character reactions or speaker reflections in this text help you determine a theme?</p>
<p><b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Foundation:</b></p> <p><b>What is tone?</b> <b>How is tone created through words and visual elements in a text?</b></p> <p>How do visual elements contribute to the tone, beauty and/or meaning of a story?</p> <p><b>Application:</b></p> <p>What kind of contribution do the visual elements in this text make? Are they mostly a beautiful embellishment? Do they shape the tone of the text? Do</p>

# LITERACY DESIGN COLLABORATIVE

	they add meaning to what is expressed in words?
<b>R2 / R7 Application:</b> How do the visual elements of the text contribute to character development and theme?	



## Standards Thinking Questions: RL.2 and RL.4

### Anchor Module for 6th Grade ELA, Quarter 2

**Essential Question:** How do word choice and tone contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RL.6.2</b> Determine a theme or central idea 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><b>Foundation:</b></p> <p>What <b>details</b> in the text are important to understanding a <b>theme</b>?</p> <p>How do <b>particular details</b> in the text <b>convey</b> a <b>theme</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>without personal opinions or judgments</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>What details are important to understanding that theme?</p> <p>How do those details convey that theme?</p>
<p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>Foundation:</b></p> <p>How do you figure out the <b>multiple layers of meaning (figurative, connotative)</b> in words and phrases as they are used in literary texts?</p> <p><b>What is tone?</b> How does <b>word choice</b> relate to tone?</p> <p><b>How do you describe tone in a text?</b></p> <p>What kind of effects can <b>word choice</b> have on <b>meaning and tone</b>?</p> <p><b>Application:</b></p> <p>Which words and phrases in the text are important to its meaning and tone?</p> <p>What are the effects of the specific word choices in this text?</p>
<p><b>R2 / R4 Application:</b></p> <p>How do the effects of specific word choices (e.g., tone, figurative and connotative meanings) help convey theme in this text?</p>	

## Standards Thinking Questions: RL.2 and RL.4

### Anchor Module for 7th Grade ELA, Quarter 2

**Essential Question:** How do word choice and tone contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> <b>develop over the course of a text</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p>
<p><b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p><b>Foundation:</b></p> <p>How do you figure out the multiple layers of meaning (<b>figurative, connotative</b>) in words and phrases as they are used in literary texts?</p> <p><b>What are some common sound devices that writers use to create effects (rhyme, alliteration, etc.)?</b> What kind of effects do those sound devices have?</p> <p><b>Application:</b></p> <p>Which words and phrases in the text are particularly important to its meaning?</p> <p>What figurative language is used and what meaning does it contribute?</p> <p>What sound devices are used in the text? What are the effects of those sound devices in specific sections of the text?</p>
<p><b>R2 / R4 Application:</b></p> <p>How do word choice, figurative language, and/or sound devices contribute to the development of theme over the course of the text?</p>	

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for 8th Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> develop over the course of a text?</p> <p>How do <b>characters, setting, and plot</b> <b>connect to and contribute to the development</b> of theme?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p> <p>How do the characters, setting, and plot contribute to the development of theme?</p>
<p><b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>Foundation:</b></p> <p>Why might directors and actors choose to make changes from the printed text or script?</p> <p>How do you look for similarities and differences between a text and a filmed or live production of that text?</p> <p>How can choices made by directors and actors in how they interpret the text or in changes they make affect the meaning of the text?</p> <p><b>Application:</b></p> <p>In what ways is the filmed or live production faithful to the text or script? Where and how does it make changes?</p> <p>What important choices do the actors and/or director make in interpreting the text or script?</p> <p>What is the effect of those choices and changes?</p>

**R2 / R7 Application:**

How do the choices and changes made by the director and/or actors affect the development of theme in the filmed or live production of a text?

## Standards Thinking Questions: RL.2 and RL.4

### Anchor Module for 9th Grade ELA, Quarter 2

**Essential Question:** How do word choice and tone contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>What does it mean for a <b>theme</b> to <b>emerge</b> over the course of a text?</p> <p>How can <b>specific details</b> <b>shape and refine</b> a <b>theme</b> over the course of a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What specific details help shape and refine a theme in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme emerge and develop over the course of the text?</p>
<p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p><b>Foundation:</b></p> <p>How do you figure out the multiple layers of meaning (<b>figurative, connotative</b>) in words and phrases as they are used in literary texts?</p> <p>How do you find meaningful <b>patterns</b> in an author's <b>word choice</b>? How do you describe the <b>cumulative impact</b> of those patterns?</p> <p><b>Application:</b></p> <p>What meaningful patterns of word choices do you see in this text?</p> <p>What is the cumulative impact of the author's word choices throughout the text?</p>
<p><b>R2 / R4 Application:</b></p> <p>How do word choice and tone contribute to the development of theme over the course of the text?</p>	

## Standards Thinking Questions: RL.2 and RL.4

### Anchor Module for 10th Grade ELA, Quarter 2

**Essential Question:** How do word choice and tone contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p><b>Foundation:</b></p> <p>How do you figure out the multiple layers of meaning (<b>figurative, connotative, technical</b>) in words and phrases as they are used in rhetorical texts?</p> <p>How do you find meaningful <b>patterns</b> in an author’s word choice? How do you describe the <b>cumulative impact</b> of those patterns?</p> <p><b>Application:</b></p> <p>What meaningful patterns of word choices do you see in this text?</p> <p>What is the cumulative impact of the author’s word choices throughout the text?</p>
<p><b>R2 / R4 Application:</b></p>	

How do word choice and tone help shape and define a central idea over the course of the text?

## Standards Thinking Questions: RL.2 and RL.7

### Anchor Module for 11th Grade ELA, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you determine <b>multiple themes</b> or <b>multiple aspects of a complex theme</b>?</p> <p>How do <b>multiple themes</b> or <b>aspects of a complex theme</b> <b>interact and build on one another</b> in a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What themes develop over the course of the text?</p> <p>How do those themes interact and build on one another?</p>
<p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p><b>Foundation:</b></p> <p>How do performances use elements of their <b>medium</b> (film, stage, etc.) to interpret the text?</p> <p>In what ways does a specific medium influence the way a story, drama, or poem is interpreted?</p> <p>How do you identify meaningful similarities and differences in how multiple performance versions interpret a story, drama, or poem?</p> <p><b>Application:</b></p> <p>What is unique about the way each performed version interprets the source material?</p> <p>What do the multiple versions share in common?</p> <p>How is each interpretation shaped by its medium?</p>
<p><b>R2 / R7 Application:</b></p>	



How does the interpretation of a text through performance shape the way themes are developed?

## Standards Thinking Questions: RL.2 and RL.4

### Anchor Module for 12th Grade ELA, Quarter 2

**Essential Question:** How do word choice and tone contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you determine <b>multiple themes</b> or <b>multiple aspects of a complex theme</b>?</p> <p>How do <b>multiple themes</b> or <b>aspects of a complex theme</b> <b>interact and build on one another</b> in a text?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What themes develop over the course of the text?</p> <p>How do those themes interact and build on one another?</p>
<p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p><b>Foundation:</b></p> <p>How do you figure out the multiple layers of meaning (<b>figurative, connotative</b>) in words and phrases as they are used in literary texts?</p> <p>How do you find meaningful <b>patterns</b> in an author's <b>word choice</b>? How do you describe the <b>cumulative impact</b> of those patterns?</p> <p><b>Application:</b></p> <p>What meaningful patterns of word choices do you see in this text?</p> <p>What particularly fresh, engaging, or beautiful instances of language do you see in this text?</p> <p>What is the cumulative impact of the author's word choices throughout the text?</p>

**R2 / R4 Application:**

How do word choice and tone contribute to the development of multiple themes over the course of the text?

Standards Thinking Questions: RI.2 and RI.7

Anchor Module for Kindergarten Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How are <b>illustrations</b> related to the <b>words and ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What does this illustration show?</li> <li>How is this illustration related to the words around it?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 1st Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kind of <b>information</b> can you get from <b>illustrations</b>?</li> <li>How do <b>illustrations</b> help you describe <b>key ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the key ideas in this text?</li> <li>How parts of those ideas are shown in the illustrations?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 2nd Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main topic</b> in a text?</p> <p>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</p> <p>How are ideas <b>organized into paragraphs</b> within a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What subtopic does each paragraph focus on?</p>
<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Foundation:</b></p> <p><b>What kinds of images do you find in informational texts?</b> (E.g., illustrations, diagrams, photographs, maps)</p> <p>What kind of <b>information</b> can you get from <b>images</b>?</p> <p>What does it mean to <b>clarify</b> something?</p> <p>How can <b>images clarify</b> things in a text?</p> <p><b>Application:</b></p> <p>What kind of images do you see in this text?</p> <p>What information do you get from the images?</p> <p>How do the images clarify the text?</p>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 3rd Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kinds of <b>images</b> do you find in informational texts? (E.g., illustrations, diagrams, photographs, maps)</li> <li>What kind of <b>information</b> can you get from different kinds of <b>images</b>?</li> <li>How can you use information from images to help you understand what, where, when, why, and how things happen in the text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information from the illustrations helps you understand this text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 4th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do specific details <b>support</b> the main idea?</li> <li>What is a <b>summary</b>?</li> <li>How do you <b>summarize</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this text?</li> <li>What are the key details that support that main idea?</li> <li>How do those key details support the main idea?</li> </ul>
<p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some different ways of presenting information visually? (E.g., <b>charts, graphs, diagrams, time lines, animations, interactive elements on web pages</b>)</li> <li>What is <b>quantitative representation</b> of information?</li> <li>How do you <b>interpret</b> information presented visually or quantitatively?</li> <li>How do <b>visual presentations</b> of information help you understand the text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What visual or quantitative presentations of information are used in this text?</li> <li>What important information do they provide?</li> <li>How do the visual and quantitative presentations of information help you understand the key ideas in the text?</li> </ul>



## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 5th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>Foundation:</b></p> <p>What tools and strategies can you use to locate information in print sources?</p> <p>What tools and strategies can you use to locate information in digital sources?</p> <p>How do you identify helpful information for answering a question or solving a problem?</p> <p><b>Application:</b></p> <p>What relevant information can you find in each of these sources to help answer your question or solve your problem?</p> <p>How do you put information together from these different sources to answer your question or solve your problem?</p>

## Standards Thinking Questions: RI.2 and RST.7

### Anchor Module for 6th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.6.2</b> Determine a central idea 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><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>central idea</b> different from a <b>main idea</b>?</li> <li>How do particular details in the text convey a <b>central idea</b>?</li> <li>What are the traits of an <b>accurate</b> text summary?</li> <li>What does it mean to summarize <b>without personal opinions or judgments</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the central idea of this text?</li> <li>How is the central idea conveyed through particular details?</li> </ul>
<p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What <b>visual representations</b> of information are commonly used in science texts? (e.g., <b>flowcharts, diagrams, models, graphs, tables</b>)</li> <li>Why might <b>quantitative or technical information</b> be presented in multiple ways (e.g., visual and in words) in a science text?</li> <li>How do the multiple representations of <b>quantitative or technical information</b> work together in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information is presented in multiple formats in this text (e.g., words, flowchart, diagram, model, graph, table)? Why does the writer use multiple formats to present that information?</li> <li>What do you learn or understand better by integrating information from multiple formats?</li> </ul>

## Standards Thinking Questions: RI.2 and RST.7

### Anchor Module for 7th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>Foundation:</b></p> <p>What <b>visual representations</b> of information are commonly used in science texts? (e.g., <b>flowcharts, diagrams, models, graphs, tables</b>)</p> <p>Why might <b>quantitative or technical information</b> be presented in multiple ways (e.g., visual and in words) in a science text?</p> <p>How do the multiple representations of <b>quantitative or technical information</b> work together in a text?</p> <p><b>Application:</b></p> <p>What information is presented in multiple formats in this text (e.g., words, flowchart, diagram, model, graph, table)? Why does the writer use multiple formats to present that information?</p> <p>What do you learn or understand better by integrating information from multiple formats?</p>

## Standards Thinking Questions: RI.2 and RST.7

Anchor Module for 8th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</li> <li>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</li> <li>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the central idea of this text?</li> <li>How do the supporting ideas relate to and develop the central idea over the course of the text?</li> </ul>
<p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What <b>visual representations</b> of information are commonly used in science texts? (e.g., <b>flowcharts, diagrams, models, graphs, tables</b>)</li> <li>Why might <b>quantitative or technical information</b> be presented in multiple ways (e.g., visual and in words) in a science text?</li> <li>How do the multiple representations of <b>quantitative or technical information</b> work together in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information is presented in multiple formats in this text (e.g., words, flowchart, diagram, model, graph, table)? Why does the writer use multiple formats to present that information?</li> <li>What do you learn or understand better by integrating information from multiple formats?</li> </ul>

## Standards Thinking Questions: RI.2 and RST.7

### Anchor Module for 9th-10th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p><b>Foundation:</b></p> <p>How do you <b>translate information from one form into another</b> (e.g., words to visual or vice versa)?</p> <p><b>Application:</b></p> <p>What information in this text would benefit from being presented in another format? (E.g., an equation that could be explained in words or a written explanation that could be organized and clarified by translating into a table or chart)</p> <p>How will you translate the information from one format to another to better make sense of the text?</p>

## Standards Thinking Questions: RI.2 and RST.7

Anchor Module for 11th-12th Grade Science, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RST.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you <b>evaluate information for its usefulness</b> in answering a question or solving a problem?</li> <li>How do you use information in diverse formats to help answer a question or solve a problem?</li> <li>How do you bring together information from across multiple sources to help address a question or solve a problem?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information in these texts is useful for addressing your question or solving your problem?</li> <li>How does integrating information in diverse formats help you address your question or solve your problem?</li> <li>How will you integrate the most useful information in diverse formats to address your question or solve your problem?</li> </ul>

Standards Thinking Questions: RI.2 and RI.7

Anchor Module for Kindergarten Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How are <b>illustrations</b> related to the <b>words and ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What does this illustration show?</li> <li>How is this illustration related to the words around it?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 1st Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kind of <b>information</b> can you get from <b>illustrations</b>?</li> <li>How do <b>illustrations</b> help you describe <b>key ideas</b> in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the key ideas in this text?</li> <li>How parts of those ideas are shown in the illustrations?</li> </ul>



## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 2nd Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main topic</b> in a text?</p> <p>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</p> <p>How are ideas <b>organized into paragraphs</b> within a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What subtopic does each paragraph focus on?</p>
<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p><b>Foundation:</b></p> <p><b>What kinds of images do you find in informational texts?</b> (E.g., illustrations, diagrams, photographs, maps)</p> <p>What kind of <b>information</b> can you get from <b>images</b>?</p> <p>What does it mean to <b>clarify</b> something?</p> <p>How can <b>images clarify</b> things in a text?</p> <p><b>Application:</b></p> <p>What kind of images do you see in this text?</p> <p>What information do you get from the images?</p> <p>How do the images clarify the text?</p>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 3rd Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kinds of <b>images</b> do you find in informational texts? (E.g., illustrations, diagrams, photographs, maps)</li> <li>What kind of <b>information</b> can you get from different kinds of <b>images</b>?</li> <li>How can you use information from images to help you understand what, where, when, why, and how things happen in the text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information from the illustrations helps you understand this text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.7

### Anchor Module for 4th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do specific details <b>support</b> the main idea?</li> <li>What is a <b>summary</b>?</li> <li>How do you <b>summarize</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this text?</li> <li>What are the key details that support that main idea?</li> <li>How do those key details support the main idea? are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some different ways of presenting information visually? (E.g., <b>charts, graphs, diagrams, time lines, animations, interactive elements on web pages</b>)</li> <li>What is <b>quantitative representation</b> of information?</li> <li>How do you <b>interpret</b> information presented visually or quantitatively?</li> <li>How do <b>visual presentations</b> of information help you understand the text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What visual or quantitative presentations of information are used in this text? What important information do they provide?</li> <li>How do the visual and quantitative presentations of information help you understand the key ideas in the text?</li> </ul>

Standards Thinking Questions: RI.2 and RI.7

Anchor Module for 5th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts  
**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>Foundation:</b></p> <p>What tools and strategies can you use to locate information in print sources?</p> <p>What tools and strategies can you use to locate information in digital sources?</p> <p>How do you identify helpful information for answering a question or solving a problem?</p> <p><b>Application:</b></p> <p>What relevant information can you find in each of these sources to help answer your question or solve your problem?</p> <p>How do you put information together from these different sources to answer your question or solve your problem?</p>

## Standards Thinking Questions: RI.2 and RH.7

### Anchor Module for 6th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.6.2</b> Determine a central idea 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><b>Foundation:</b></p> <p>How is a <b>central idea</b> different from a <b>main idea</b>?</p> <p>How do particular details in the text convey a <b>central idea</b>?</p> <p>What are the traits of an <b>accurate</b> text summary?</p> <p>What does it mean to summarize <b>without personal opinions or judgments</b>?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How is the central idea conveyed through particular details?</p>
<p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>Foundation:</b></p> <p>What kind of <b>visual information</b> do you commonly find in history texts? (e.g., <b>charts, graphs, photographs, videos, maps</b>)</p> <p>How does visual information connect to the information written in words within a text?</p> <p><b>Application:</b></p> <p>What important information is presented in written words in this text? What important information is presented in different media or formats?</p> <p>Why are the different media and formats used to convey information? What does each media or format allow the author to do?</p> <p>What information do you need to pull together from different media or formats to really understand the topic or issue at hand?</p>

## Standards Thinking Questions: RI.2 and RH.7

### Anchor Module for 7th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>Foundation:</b></p> <p>What kind of <b>visual information</b> do you commonly find in history texts? (e.g., <b>charts, graphs, photographs, videos, maps</b>)</p> <p>How does visual information connect to the information written in words within a text?</p> <p><b>Application:</b></p> <p>What important information is presented in written words in this text? What important information is presented in different media or formats?</p> <p>Why are the different media and formats used to convey information? What does each media or format allow the author to do?</p> <p>What information do you need to pull together from different media or formats to really understand the topic or issue at hand?</p>

## Standards Thinking Questions: RI.2 and RH.7

### Anchor Module for 8th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</li> <li>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</li> <li>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the central idea of this text?</li> <li>How do the supporting ideas relate to and develop the central idea over the course of the text?</li> </ul>
<p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kind of <b>visual information</b> do you commonly find in history texts? (e.g., <b>charts, graphs, photographs, videos, maps</b>)</li> <li>How does visual information connect to the information written in words within a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What important information is presented in written words in this text? What important information is presented in different media or formats?</li> <li>Why are the different media and formats used to convey information? What does each media or format allow the author to do?</li> <li>What information do you need to pull together from different media or formats to really understand the topic or issue at hand?</li> </ul>

## Standards Thinking Questions: RI.2 and RH.7

### Anchor Module for 9th-10th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><b>Foundation:</b></p> <p>What is <b>quantitative analysis</b>? What is <b>qualitative analysis</b>?</p> <p><b>How do you use each kind of analysis to make sense of information in a text?</b></p> <p>How do you integrate quantitative and qualitative analysis to make sense of a text or topic?</p> <p><b>Application:</b></p> <p>What information in this text can you make sense of with quantitative analysis?</p> <p>What information in this text can you make sense of with qualitative analysis?</p> <p>How can you use both quantitative and qualitative analysis to make sense of this text or topic?</p>



## Standards Thinking Questions: RI.2 and RH.7

### Anchor Module for 11th-12th Grade Social Studies, Quarter 2

**Essential Question:** How do varied media and formats contribute to the development of central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you <b>evaluate information for its usefulness</b> in answering a question or solving a problem?</li> <li>How do you use information in diverse formats to help answer a question or solve a problem?</li> <li>How do you bring together information from across multiple sources to help address a question or solve a problem?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What information in these texts is useful for addressing your question or solving your problem?</li> <li>How does integrating information in diverse formats help you address your question or solve your problem?</li> <li>How will you integrate the most useful information in diverse formats to address your question or solve your problem?</li> </ul>

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for Kindergarten ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<p><b>Foundation:</b></p> <p>What is a <b>retelling</b>? How do you <b>retell</b> a story?</p> <p>What's the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p>
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p><b>Foundation:</b></p> <p>What is the <b>author's</b> job? How does the <b>author</b> present ideas in the text?</p> <p>What is the <b>illustrator's</b> job? How does the <b>illustrator</b> present ideas in the text?</p> <p><b>Application:</b></p> <p>Who wrote this text?</p> <p>How did the author present ideas in the text?</p> <p>Who illustrated this text?</p> <p>How did the illustrator present ideas in the text?</p>
<p><b>R2 / R6 Application:</b></p> <p>How can you use the details provided by the author and the illustrator to retell a story?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 1st Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><b>Foundation:</b></p> <p>What is a <b>central message or lesson</b>? How do you find the <b>central message or lesson</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to retell this story?</p> <p>What is the central message or lesson of the story?</p>
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<p><b>Foundation:</b></p> <p>What is a <b>narrator</b>?</p> <p>How do you know who is telling the story at a given point in the text?</p> <p>What clues does the author give to show who is telling the story?</p> <p><b>Application:</b></p> <p>Who is telling this story?</p> <p>Does it change anywhere in the text? How do you know?</p>
<p><b>R2 / R6 Application:</b></p> <p>How do the words and actions of characters help you understand the central message of a story?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 2nd Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>retelling</b> a story and <b>recounting</b> a story? How do you <b>recount</b> a story?</p> <p>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What key details would you include to recount this story? In what order?</p> <p>What is the central message, lesson, or moral of the story?</p>
<p><b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>Foundation:</b></p> <p>What is <b>point of view</b>?</p> <p>How do you describe a character's <b>point of view</b>?</p> <p>How do you identify differences in characters' point of view?</p> <p>How would you use your voice to show differences in point of view when each character is speaking?</p> <p><b>Application:</b></p> <p>Who is telling this story? What other characters speak in the story?</p> <p>What words would you use to describe each character's <b>point of view</b>?</p> <p>What differences do you see between the characters' points of view?</p>
<p><b>R2 / R6 Application:</b></p> <p>How do different characters' points of view connect to the central message, lesson, or moral of a story?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 3rd Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Foundation:</b></p> <p>How do you <b>recount</b> a story?</p> <p>What is a <b>central message, lesson, or moral</b>? How do you find the <b>central message, lesson, or moral</b> of a story?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do key details <b>convey</b> the <b>central message, lesson, or moral</b> of a story?</p> <p><b>Application:</b></p> <p>What happens in this story?</p> <p>What is the central message, lesson, or moral of the story?</p> <p>What key details are most helpful to find the central message, lesson, or moral of the story?</p> <p>How do those key details convey the central message, lesson, or moral of the story?</p>
<p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>Foundation:</b></p> <p>What is <b>point of view</b>?</p> <p>How is your <b>point of view</b> different from the narrator's? From the characters'?</p> <p><b>Application:</b></p> <p>What is the narrator's point of view?</p> <p>What is your point of view?</p> <p>What are the points of view of the other characters?</p> <p>How can you tell the differences between the different points of view?</p>
<p><b>R2 / R6 Application:</b></p>	

How is point of view connected to the central message, lesson, or moral of a story?

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 4th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>? How is <b>theme</b> different from <b>central message, lesson, or moral</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do you <b>use the details</b> in a text to determine its <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>What is a theme of this text?</p> <p>How do the key details in the text help you determine a theme?</p>
<p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>first-person</b> and <b>third-person</b> narration?</p> <p>How can you tell which <b>point of view</b> is being used to tell a story?</p> <p>What similarities and differences do you notice between the <b>points of view</b> in different stories?</p> <p><b>Application:</b></p> <p>From what point of view (e.g., 1st person, 3rd person) is this story being told? How can you tell?</p> <p>What similarities and differences do you notice between the points of view in these stories?</p>
<p><b>R2 / R6 Application:</b></p> <p>How do characters' points of view contribute to theme in a story, drama, or poem?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 5th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Foundation:</b></p> <p>What is <b>theme</b>?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do <b>character reactions</b> or <b>speaker reflections</b> help you determine a <b>theme</b>?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What happens in this text?</p> <p>How do the characters respond to challenges? OR</p> <p>How does the speaker reflect on a topic?</p> <p>What specific details, character reactions or speaker reflections are the most relevant to determining the theme?</p> <p>What is a theme of this text?</p> <p>How do the character reactions or speaker reflections in this text help you determine a theme?</p>
<p><b>RL.5.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p><b>Foundation:</b></p> <p>How does a speaker's <b>point of view</b> <b>influence the way they describe events</b>?</p> <p><b>Application:</b></p> <p>Who is describing what is happening in this story?</p> <p>How does that speaker's point of view influence the way they describe the events of the text?</p>
<p><b>R2 / R6 Application:</b></p>	



How do character perspectives shape the way the story is told and contribute to theme?

## Standards Thinking Questions: RI.6 and RI.5

### Anchor Module for 6th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p><b>Foundation:</b></p> <p>How do you figure out an author's <b>point of view</b> or <b>purpose</b>?</p> <p>How is an author's <b>point of view</b> or <b>purpose</b> conveyed in a text?</p> <p><b>Application:</b></p> <p>What is the author's point of view or purpose in this text? How can you tell?</p>
<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><b>Foundation:</b></p> <p>How do particular <b>sections</b> (<b>sentences, paragraphs, chapters, etc.</b>) relate to the overall <b>structure</b> of the text in which they appear?</p> <p>How do specific sections (<b>sentences, paragraphs, chapters, etc.</b>) develop?</p> <p><b>Application:</b></p> <p>How does the author use particular sections (<b>sentences, paragraphs, chapters, etc.</b>) in an overall structure to develop ideas?</p>
<p><b>R6 / R5 Application:</b></p> <p>How does the structure of a text help develop an author's point of view?</p> <p>How does the structure of a text help an author achieve his or her purpose?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 7th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> <b>develop over the course of a text</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p>
<p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>Foundation:</b></p> <p>How do authors develop distinct <b>points of view</b> for different characters or narrators?</p> <p><b>Application:</b></p> <p>Which characters or narrators in this text have contrasting points of view?</p> <p>How would you describe each character’s or narrator’s point of view?</p> <p>What makes each point of view distinct?</p> <p>How does the author develop each point of view?</p>
<p><b>R2 / R6 Application:</b></p> <p>How do contrasts in different characters’ points of view contribute to the development of theme?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 8th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How does a <b>theme</b> develop over the course of a text?</p> <p>How do <b>characters, setting, and plot</b> <b>connect to and contribute to the development</b> of <b>theme</b>?</p> <p>What does it mean to <b>summarize</b> a text <b>objectively</b>?</p> <p><b>Application:</b></p> <p>What is this text about? What happens in this text?</p> <p>What is a theme of this text?</p> <p>How does that theme develop over the course of the text?</p> <p>How do the characters, setting, and plot contribute to the development of theme?</p>
<p><b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><b>Foundation:</b></p> <p><b>What is irony?</b></p> <p>What are the different types of <b>irony</b>?</p> <p>How do authors create <b>irony</b>?</p> <p>How are differences in <b>points of view</b> related to <b>irony</b>?</p> <p>How does the use of <b>irony</b> create specific effects like <b>suspense</b> or <b>humor</b>?</p> <p><b>Application:</b></p> <p>Where do you see differences in points of view (character-character, character-reader, etc.) in this text?</p> <p>What are the specific effects of those differences?</p> <p>What kind of irony, if any, is developed in this text?</p>
<p><b>R2 / R6 Application:</b></p>	

How do the use of irony and its specific effects contribute to the development of theme?

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 9th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean for a <b>theme</b> to <b>emerge</b> over the course of a text?</li> <li>How can <b>specific details</b> <b>shape and refine</b> a <b>theme</b> over the course of a text?</li> <li>What does it mean to <b>summarize</b> a text <b>objectively</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is this text about? What happens in this text?</li> <li>What specific details help shape and refine a theme in this text?</li> <li>What is a theme of this text?</li> <li>How does that theme emerge and develop over the course of the text?</li> </ul>
<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li><b>How are cultural experiences and points of view reflected in literary texts?</b></li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What elements of the text reflect a particular cultural experience or point of view?</li> <li>What do you learn about a particular cultural experience or point of view from this text?</li> <li>How is that cultural experience or point of view reflected?</li> </ul>
<p><b>R2 / R6 Application:</b></p> <p>How do the cultural experiences and points of view of an author or characters contribute to the development of theme in a text?</p>	

## Standards Thinking Questions: RL.2 and RL.6

### Anchor Module for 10th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean for a <b>theme</b> to <b>emerge</b> over the course of a text?</li> <li>How can <b>specific details</b> <b>shape and refine</b> a <b>theme</b> over the course of a text?</li> <li>What does it mean to <b>summarize</b> a text <b>objectively</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is this text about? What happens in this text?</li> <li>What specific details help shape and refine a theme in this text?</li> <li>What is a theme of this text?</li> <li>How does that theme emerge and develop over the course of the text?</li> </ul>
<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li><b>How are cultural experiences and points of view reflected in literary texts?</b></li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What elements of the text reflect a particular cultural experience or point of view?</li> <li>What do you learn about a particular cultural experience or point of view from this text?</li> <li>How is that cultural experience or point of view reflected?</li> </ul>
<p><b>R2 / R6 Application:</b></p> <p>How do the cultural experiences and points of view of an author or characters contribute to the development of theme in a text?</p>	

## Standards Thinking Questions: RL.6 and RL.4

### Anchor Module for 11th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>Foundation:</b></p> <p>Why do authors, characters, or narrators sometimes hide what they “really mean” rather than directly stating it?</p> <p>What are the effects of differences between what is directly stated and what is really meant in a text?</p> <p>What is <b>satire</b>? <b>Sarcasm</b>? <b>Irony</b>? <b>Understatement</b>? How do you recognize these devices?</p> <p>How do these devices help develop a character or speaker’s point of view?</p> <p><b>Application:</b></p> <p>Where do you see differences between what is directly stated and what is really meant in this text?</p> <p>Whose point of view requires grasping those differences (e.g., the author’s or specific characters)?</p> <p>What specific devices does the author use to convey those differences?</p> <p>How does analyzing those differences help you understand the author’s or character’s point of view?</p>
<p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple</p>	<p><b>Foundation:</b></p> <p>How do you figure out the multiple layers of meaning (<b>figurative, connotative</b>) in words and phrases as they are used in literary texts?</p> <p>How do you find meaningful <b>patterns</b> in an author’s <b>word choice</b>? How do you describe the <b>cumulative impact</b> of those patterns?</p> <p><b>Application:</b></p> <p>What meaningful patterns of word choices do you see in this text?</p> <p>What particularly fresh, engaging, or beautiful instances of language do you see in this text?</p>



# LITERACY DESIGN COLLABORATIVE

meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	What is the cumulative impact of the author’s word choices throughout the text?
<b>R6 / R4 Application:</b> How does word choice contribute to the development of satire, sarcasm, irony, or understatement? How does word choice convey point of view?	

## Standards Thinking Questions: RI.2 and RI.6

### Anchor Module for 12th Grade ELA, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you determine an author's <b>point of view or purpose</b>?</li> <li>What does it mean for <b>rhetoric</b> to be effective?</li> <li>How are some <b>rhetorical devices</b> or <b>elements of style</b> that authors might use to advance their <b>point of view or purpose</b>?</li> <li>What is the relationship between the <b>style and content</b> of a text and its <b>power, persuasiveness, or beauty</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the author's point of view or purpose in this text?</li> <li>What rhetorical devices or elements of style stand out in this text?</li> <li>Where in the text is the use of rhetoric particularly effective?</li> <li>How does the author's style contribute to the power, persuasiveness, or beauty of the text?</li> </ul>

**R2 / R6 Application:**

How do the rhetorical style and content of a text work together to develop multiple central ideas?

## Standards Thinking Questions: RI.2 and RI.6

### Anchor Module for Kindergarten Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is the <b>author's</b> job? How does the <b>author</b> present ideas in the text?</li> <li>What is the <b>illustrator's</b> job? How does the <b>illustrator</b> present ideas in the text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>Who wrote this text?</li> <li>How did the author present ideas in the text?</li> <li>Who illustrated this text?</li> <li>How did the illustrator present ideas in the text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.6

### Anchor Module for 1st Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What kind of information in a text comes from the <b>words</b>?</li> <li>What kind of information in a text comes from <b>illustrations</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>Which information in this text is provided by words?</li> <li>Which information in this text is provided by illustrations?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.6

### Anchor Module for 2nd Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main topic</b> in a text?</li> <li>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</li> <li>How are ideas <b>organized into paragraphs</b> within a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What subtopic does each paragraph focus on?</li> </ul>
<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some different <b>purposes</b> for a text?</li> <li>How do you figure out why the author wrote a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main purpose of this text?</li> <li>What does the author want to answer, explain, or describe?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.6

### Anchor Module for 3rd Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is <b>point of view</b>?</li> <li>How is an author's <b>point of view</b> different from your own?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the author's point of view in this text? How is it different from your own?</li> </ul>

Standards Thinking Questions: RI.2 and RI.6

Anchor Module for 4th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main idea</b> in a text?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How do specific details <b>support</b> the main idea?</p> <p>What is a <b>summary</b>?</p> <p>How do you <b>summarize</b> a text?</p> <p><b>Application:</b></p> <p>What is the main idea of this text?</p> <p>What are the key details that support that main idea?</p> <p>How do those key details support the main idea?</p>
<p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>Foundation:</b></p> <p>What is the difference between a <b>firsthand account</b> and a <b>secondhand account</b>?</p> <p>What does it mean for two accounts of the same event or topic to have a different <b>focus</b>?</p> <p><b>Application:</b></p> <p>What similarities and differences do you notice in different accounts of the same event or topic?</p> <p>What information is provided in each account?</p> <p>How is the focus of each account different?</p>



## Standards Thinking Questions: RI.2 and RI.6

Anchor Module for 5th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>Foundation:</b></p> <p>What <b>similarities and differences</b> do you notice in different accounts of the same event or topic?</p> <p>What counts as an <b>important</b> similarity or difference?</p> <p>How are the similarities and differences in multiple accounts connected to the <b>point of view</b> each text represents?</p> <p><b>Application:</b></p> <p>What similarities and differences do you notice in multiple accounts of the same event or topic?</p> <p>What is the point of view of each account?</p> <p>How are the similarities and differences connected to the point of view each text represents?</p>

## Standards Thinking Questions: RI.2 and RH.6

Anchor Module for 6th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.6.2</b> Determine a central idea 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><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>central idea</b> different from a <b>main idea</b>?</li> <li>How do particular details in the text convey a <b>central idea</b>?</li> <li>What are the traits of an <b>accurate</b> text summary?</li> <li>What does it mean to summarize <b>without personal opinions or judgments</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the central idea of this text?</li> <li>How is the central idea conveyed through particular details?</li> </ul>
<p><b>RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some aspects of a text that can reveal the author's <b>point of view</b> or <b>purpose</b>?</li> <li>How do you read a text to notice those aspects?</li> <li>What is <b>loaded language</b>?</li> <li>How is <b>avoiding or including particular facts</b> connected to an author's point of view?</li> <li>How do authors manipulate language and information to convey, defend, or argue for their point of view?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the point of view or purpose of this text?</li> <li>What aspects of the text reveal that point of view or purpose?</li> <li>How does the author use language and information to convey, defend, or argue for her/his point of view?</li> </ul>

## Standards Thinking Questions: RI.2 and RH.6

### Anchor Module for 7th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RH.6-8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>Foundation:</b></p> <p>What are some aspects of a text that can reveal the author's <b>point of view or purpose</b>?</p> <p>How do you read a text to notice those aspects?</p> <p>What is <b>loaded language</b>?</p> <p>How is <b>avoiding or including particular facts</b> connected to an author's point of view?</p> <p>How do authors manipulate language and information to convey, defend, or argue for their point of view?</p> <p><b>Application:</b></p> <p>What is the point of view or purpose of this text?</p> <p>What aspects of the text reveal that point of view or purpose?</p> <p>How does the author use language and information to convey, defend, or argue for her/his point of view?</p>

## Standards Thinking Questions: RI.2 and RH.6

### Anchor Module for 8th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</li> <li>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</li> <li>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the central idea of this text?</li> <li>How do the supporting ideas relate to and develop the central idea over the course of the text?</li> </ul>
<p><b>RH.8.6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some aspects of a text that can reveal the author's <b>point of view</b> or <b>purpose</b>?</li> <li>How do you read a text to notice those aspects?</li> <li>What is <b>loaded language</b>?</li> <li>How is <b>avoiding or including particular facts</b> connected to an author's point of view?</li> <li>How do authors manipulate language and information to convey, defend, or argue for their point of view?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the point of view or purpose of this text?</li> <li>What aspects of the text reveal that point of view or purpose?</li> <li>How does the author use language and information to convey, defend, or</li> </ul>

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	argue for her/his point of view?
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## Standards Thinking Questions: RI.2 and RH.6

### Anchor Module for 9th-10th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>Foundation:</b></p> <p>How do you identify an author's <b>point of view</b> on a topic?</p> <p>How does the inclusion and emphasis of different <b>details</b> connect to an author's <b>point of view</b> on a topic?</p> <p><b>Application:</b></p> <p>What <b>similarities and differences</b> do you notice in two authors' accounts of the same topic?</p> <p>What <b>details</b> does each author include and emphasize?</p> <p>How are differences in what <b>details</b> are included and emphasized connected to the authors' <b>points of view</b>?</p>

## Standards Thinking Questions: RI.2 and RH.6

### Anchor Module for 11th-12th Grade Social Studies, Quarter 3

**Essential Question:** How does point of view or purpose shape central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you determine an author's <b>point of view</b> or <b>purpose</b>?</li> <li>What does it mean for <b>rhetoric</b> to be effective?</li> <li>How are some <b>rhetorical devices</b> or <b>elements of style</b> that authors might use to advance their <b>point of view</b> or <b>purpose</b>?</li> <li>What is the relationship between the <b>style and content</b> of a text and its <b>power, persuasiveness, or beauty</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the author's point of view or purpose in this text?</li> <li>What rhetorical devices or elements of style stand out in this text?</li> <li>Where in the text is the use of rhetoric particularly effective?</li> <li>How does the author's style contribute to the power, persuasiveness, or beauty of the text?</li> </ul>

## Standards Thinking Questions: RI.3 and RI.8

### Anchor Module for Kindergarten ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p> <p><b>Green:</b> Academic Language Focus</p>
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Standard	Thinking Questions
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <p>What are some ways that <b>individuals, events, and ideas</b> can be connected?</p> <p>How do you describe the connections between <b>individuals, events, and ideas</b> in a text?</p> <p><b>Application:</b></p> <p>What are the important individuals, events, or ideas in this text?</p> <p>How are individuals, events, or ideas in this text connected?</p>
<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Foundation:</b></p> <p>What does it mean to make a point?</p> <p>What are <b>reasons</b>?</p> <p>How do people use reasons to <b>support</b> the points they make in a text?</p> <p><b>Application:</b></p> <p>What reasons does the author give to support points in this text?</p>
<p><b>R3 / R8 Application:</b></p> <p>How does the author use connections between people, events, ideas, or pieces of information to make a point?</p>	



## Standards Thinking Questions: RI.3 and RI.8

### Anchor Module for 1st Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Foundation:</b></p> <p>What are some ways that <b>individuals, events, and ideas</b> can be connected?</p> <p>How do you describe the connections between <b>individuals, events, and ideas</b> in a text?</p> <p><b>Application:</b></p> <p>What are the important individuals, events, or ideas in this text?</p> <p>How are individuals, events, or ideas in this text connected?</p>
<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p>	<p><b>Foundation:</b></p> <p>What does it mean to make a <b>point</b>?</p> <p>What are <b>reasons</b>?</p> <p>How do people use reasons to <b>support</b> the points they make in a text?</p> <p><b>Application:</b></p> <p>What reasons does the author give to support points in this text?</p>
<p><b>R3 / R8 Application:</b></p> <p>How does the author use connections between people, events, ideas, or pieces of information to make a point?</p>	

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 2nd Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main topic</b> in a text?</li> <li>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</li> <li>How are ideas <b>organized into paragraphs</b> within a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What subtopic does each paragraph focus on?</li> </ul>
<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to make a <b>point</b>?</li> <li>What are <b>reasons</b>?</li> <li>How do authors use reasons to <b>support</b> the points they make in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>How does the author use reasons to specific points in this text?</li> </ul>
<p><b>R2 / R8 Application:</b></p> <p>How do the specific points and reasons given by the author connect to the main topic?</p>	

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 3rd Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How is a <b>main idea</b> different from a main topic?</li> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How are details in the text <b>connected</b> to the <b>main idea</b>?</li> <li>How do specific details <b>support</b> the <b>main idea</b>?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea in this text?</li> <li>What are the key details in this text? How do those details support the main idea?</li> </ul>
<p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What are some different ways that sentences and paragraphs in a text can be connected?</li> <li>Examples: Comparison, Cause/Effect, Sequence</li> <li><b>How can you describe the connection between particular sentences and paragraphs in a text?</b></li> <li>Examples:</li> <li>The first and second paragraph compare two animals from different species.</li> <li>Each sentence in the paragraph lays out one step in a sequence.</li> <li>The first sentence in the paragraph describes an event that was the <b>cause</b> of many changes. The rest of the sentences describe the <b>effects</b> of that event.</li> </ul>

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	<p><b>Application:</b> What is the logical connection between sentences and/or paragraphs in this text?</p>
<p><b>R2 / R8 Application:</b> How do the logical connections between sentences and paragraphs in the text support the main idea?</p>	

## Standards Thinking Questions: RI.8 and RI.7

### Anchor Module for 4th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>reasons</b> and <b>evidence</b>?</p> <p>How do authors use both reasons and evidence to support points or claims in a text?</p> <p><b>Application:</b></p> <p>How does the author use reasons and evidence to support particular points in this text?</p>
<p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>Foundation:</b></p> <p>What are some different ways of presenting information visually? (E.g., <b>charts, graphs, diagrams, time lines, animations, interactive elements on web pages</b>)</p> <p>What is <b>quantitative representation</b> of information?</p> <p>How do you <b>interpret</b> information presented visually or quantitatively?</p> <p>How do <b>visual presentations</b> of information help you understand the text?</p> <p><b>Application:</b></p> <p>What visual or quantitative presentations of information are used in this text? What important information do they provide?</p> <p>How do the visual and quantitative presentations of information help you understand the key ideas in the text?</p>
<p><b>R8 / R7 Application:</b></p> <p>How do visual/quantitative presentations of information work together with words to help you understand the main idea of a text?</p>	

## Standards Thinking Questions: RI.8 and RI.6

Anchor Module for 5th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Foundation:</b></p> <p>What does it mean to make a point?</p> <p>How do you use specific reasons and evidence to support a point?</p> <p>How do you identify specific reasons and evidence that are used to support a point?</p> <p><b>Application:</b></p> <p>How does the author use reasons and evidence to support particular points in this text?</p> <p><b>Which specific reasons and evidence support each point?</b></p>
<p><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>Foundation:</b></p> <p>What <b>similarities and differences</b> do you notice in different accounts of the same event or topic?</p> <p>What counts as an <b>important</b> similarity or difference?</p> <p>How are the similarities and differences in multiple accounts connected to the <b>point of view</b> each text represents?</p> <p><b>Application:</b></p> <p>What similarities and differences do you notice in multiple accounts of the same event or topic?</p> <p>What is the point of view of each account?</p> <p>How are the similarities and differences connected to the point of view each text represents?</p>
<p><b>R8 / R6 Application:</b></p> <p>How can differences in point of view help explain how an author uses reasons and evidence to support particular points in a text?</p>	

## Standards Thinking Questions: RI.3 and RI.8

### Anchor Module for 6th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to <b>introduce</b> a person, event, or idea?</li> <li>What does it mean to <b>illustrate</b> and <b>elaborate</b> a person, event, or idea?</li> <li>What is an <b>anecdote</b> or <b>example</b>? Why would an author choose to use an anecdote or example to portray a person, event, or idea?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What techniques does the author use to introduce, illustrate, and elaborate individuals, ideas, or events?</li> </ul>
<p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to <b>trace</b> an argument?</li> <li>What do you need to think about to <b>evaluate</b> an argument?</li> <li>What is the difference between an overall <b>argument</b> and <b>specific claims</b>?</li> <li>What is the relationship between them?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the argument in this text?</li> <li>What specific claims does it make?</li> <li>Which claims are supported by reasons and evidence, and which claims are not?</li> <li>How strong is the overall argument in this text?</li> </ul>
<p><b>R3 / R8 Application:</b></p> <p>How well does the author use techniques such as examples or anecdotes to support their claims?</p>	

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 7th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>Foundation:</b></p> <p>What does it mean for reasoning to be <b>sound</b>?</p> <p>What does it mean for evidence to be <b>relevant</b> and <b>sufficient</b> to support claims?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning sound?</p> <p>Is the evidence provided to support the claims relevant and sufficient?</p>
<p><b>R2 / R8 Application:</b></p> <p>How do the specific claims, reasoning, and evidence in an argument contribute to the development of multiple central ideas?</p>	



Standards Thinking Questions: RI.6 and RI.8

Anchor Module for 8th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>point of view</b> and <b>purpose</b>?</p> <p>How do you determine an author's point of view or purpose?</p> <p>What does it mean to <b>acknowledge</b> and <b>respond</b> to <b>conflicting</b> evidence or viewpoints?</p> <p><b>Application:</b></p> <p>How does the author acknowledge and/or respond to conflicting evidence or viewpoints in this text?</p> <p>How does that approach relate to the author's point of view or purpose?</p>
<p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>delineate</b> an argument?</p> <p>How can you recognize <b>irrelevant</b> evidence in an argument?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning sound?</p> <p>Is the evidence provided to support the claims relevant and sufficient?</p> <p>Where do you see irrelevant evidence?</p>
<p><b>R6 / R8 Application:</b></p> <p>What is the relationship between the author's point of view or purpose and how that author develops an argument?</p> <p>How well does the author's use of reasoning and evidence support their point of view or purpose?</p>	

## Standards Thinking Questions: RI.6 and RI.8

Anchor Module for 9th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>Foundation:</b></p> <p>What is <b>rhetoric</b>?</p> <p>What specific <b>rhetorical devices or elements of rhetorical style</b> do authors use?</p> <p>How can an author use rhetoric to <b>advance</b> a point of view or purpose?</p> <p><b>Application:</b></p> <p>What is the author's point of view or purpose?</p> <p>What rhetorical devices are used to put forth the author's point of view or purpose?</p>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Foundation:</b></p> <p>What does it mean for reasoning to be <b>valid</b>?</p> <p>What does it mean for evidence to be <b>relevant</b>? <b>Sufficient</b>?</p> <p>What is <b>fallacious reasoning</b>? What are some common kinds of fallacious reasoning? How can you recognize false statements and fallacious reasoning?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning valid?</p> <p>Is the evidence provided to support claims relevant and sufficient?</p> <p>Where do you see false statements and/or fallacious reasoning?</p>
<p><b>R6 / R8 Application:</b></p> <p>How do rhetoric and logical reasoning/evidence work together to advance the author's point of view or</p>	

# LITERACY DESIGN COLLABORATIVE

purpose?

How effectively does the author use a blend of logical reasoning, evidence, and rhetoric to develop an argument?

## Standards Thinking Questions: RI.6 and RI.8

Anchor Module for 10th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>Foundation:</b></p> <p>What is <b>rhetoric</b>?</p> <p>What specific <b>rhetorical devices</b> or <b>elements of rhetorical style</b> do authors use?</p> <p>How can an author use rhetoric to <b>advance</b> a point of view or purpose?</p> <p><b>Application:</b></p> <p>What is the author's point of view or purpose?</p> <p>What rhetorical devices are used to put forth the author's point of view or purpose?</p>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Foundation:</b></p> <p>What does it mean for reasoning to be <b>valid</b>?</p> <p>What does it mean for evidence to be <b>relevant</b>? <b>Sufficient</b>?</p> <p>What is <b>fallacious reasoning</b>? What are some common kinds of fallacious reasoning? How can you recognize false statements and fallacious reasoning?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning valid?</p> <p>Is the evidence provided to support claims relevant and sufficient?</p> <p>Where do you see false statements and/or fallacious reasoning?</p>
<p><b>R6 / R8 Application:</b></p> <p>How do rhetoric and logical reasoning/evidence work together to advance the author's point of view or</p>	

# LITERACY DESIGN COLLABORATIVE

purpose?

How effectively does the author use a blend of logical reasoning, evidence, and rhetoric to develop an argument?

## Standards Thinking Questions: RI.6 and RI.8

### Anchor Module for 11th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you determine an author's point of view or purpose?</li> <li>What does it mean for rhetoric to be effective?</li> <li>What is the relationship between the style and content of a text and its power, persuasiveness, or beauty?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What <b>rhetorical devices</b> or <b>elements of rhetorical style</b> stand out in a given text?</li> <li>Where in the text is the use of rhetoric particularly effective?</li> <li>How does the author's style contribute to the power, persuasiveness, or beauty of the text?</li> </ul>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean for reasoning to be <b>valid</b>?</li> <li>What does it mean for evidence to be <b>relevant</b>? <b>Sufficient</b>?</li> <li>What is <b>fallacious reasoning</b>? What are some common kinds of fallacious reasoning? How can you recognize false statements and fallacious reasoning?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the argument in this text?</li> <li>What specific claims does it make?</li> <li>How strong is the argument in this text?</li> <li>Is the reasoning valid?</li> <li>Is the evidence provided to support claims relevant and sufficient?</li> <li>Where do you see false statements and/or fallacious reasoning?</li> </ul>

**R6 / R8 Application:**

Where do you see specific examples of the style and content of the argument working together to advance the argument or the author's purpose?

Where is the writing particularly powerful, persuasive, or beautiful? What makes it so?

How effectively does the author use a blend of logical reasoning, evidence, and rhetoric to develop an argument?

## Standards Thinking Questions: RI.6 and RI.8

### Anchor Module for 12th Grade ELA, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>Foundation:</b></p> <p>How do you determine an author's point of view or purpose?</p> <p>What does it mean for rhetoric to be effective?</p> <p>What is the relationship between the style and content of a text and its power, persuasiveness, or beauty?</p> <p><b>Application:</b></p> <p>What <b>rhetorical devices</b> or <b>elements of rhetorical style</b> stand out in a given text?</p> <p>Where in the text is the use of rhetoric particularly effective?</p> <p>How does the author's style contribute to the power, persuasiveness, or beauty of the text?</p>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Foundation:</b></p> <p>What does it mean for reasoning to be <b>valid</b>?</p> <p>What does it mean for evidence to be <b>relevant</b>? <b>Sufficient</b>?</p> <p>What is <b>fallacious reasoning</b>? What are some common kinds of fallacious reasoning? How can you recognize false statements and fallacious reasoning?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning valid?</p> <p>Is the evidence provided to support claims relevant and sufficient?</p> <p>Where do you see false statements and/or fallacious reasoning?</p>



**R6 / R8 Application:**

Where do you see specific examples of the style and content of the argument working together to advance the argument or the author's purpose?

Where is the writing particularly powerful, persuasive, or beautiful? What makes it so?

How effectively does the author use a blend of logical reasoning, evidence, and rhetoric to develop an argument?

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for Kindergarten Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

**Formatting Key**

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> the <b>main topic</b> of a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to <b>make a point</b>?</li> <li>What are <b>reasons</b>?</li> <li>How do people use reasons to <b>support</b> the points they make in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What reasons does the author give to support points in this text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 1st Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is a <b>main topic</b>?</li> <li>How do you identify a <b>main topic</b>?</li> <li>What does it mean to <b>retell</b> a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do you use <b>key details</b> to <b>retell</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main topic of this text?</li> <li>What are the key details in this text?</li> </ul>
<p><b>RI.1.8</b> Identify the reasons an author gives to support points in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What does it mean to make a <b>point</b>?</li> <li>What are <b>reasons</b>?</li> <li>How do people use reasons to <b>support</b> the points they make in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What reasons does the author give to support points in this text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 2nd Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify the <b>main topic</b> in a text?</p> <p>What is the difference between a <b>main topic</b> and a <b>subtopic</b>?</p> <p>How are ideas <b>organized into paragraphs</b> within a text?</p> <p><b>Application:</b></p> <p>What is the main topic of this text?</p> <p>What subtopic does each paragraph focus on?</p>
<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p><b>Foundation:</b></p> <p>What does it mean to make a <b>point</b>?</p> <p>What are <b>reasons</b>?</p> <p><b>Application:</b></p> <p>How does the author use reasons to make specific points in this text?</p>

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 3rd Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

**Green:** Academic Language Focus

Standard	Thinking Questions
<p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Foundation:</b></p> <p>How is a <b>main idea</b> different from a main topic?</p> <p>How do you identify the <b>main idea</b> in a text?</p> <p>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</p> <p>How are details in the text <b>connected</b> to the <b>main idea</b>?</p> <p>How do specific details <b>support</b> the <b>main idea</b>?</p> <p><b>Application:</b></p> <p>What is the main idea in this text?</p> <p>What are the key details in this text? How do those details support the main idea?</p>
<p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>Foundation:</b></p> <p>What are some different ways that sentences and paragraphs in a text can be connected?</p> <p><b>Examples:</b> Comparison, Cause/Effect, Sequence</p> <p><b>How can you describe the connection between particular sentences and paragraphs in a text?</b></p> <p><b>Examples:</b></p> <p>“The first and second paragraphs compare two animals from different species. The first paragraph describes similarities, and the second paragraph describes differences.”</p> <p>“The first sentence in the paragraph describes an event that was the cause of many changes. The rest of the sentences describe the effects of that event.”</p> <p>“Each sentence in the paragraph lays out one step in a sequence.”</p>

# LITERACY DESIGN COLLABORATIVE

	<p><b>Application:</b> What is the logical connection between sentences and/or paragraphs in this text?</p>
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## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 4th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

##### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do you identify the <b>main idea</b> in a text?</li> <li>What is the difference between a <b>minor detail</b> and a <b>key detail</b>?</li> <li>How do specific details <b>support</b> the main idea?</li> <li>What is a <b>summary</b>?</li> <li>How do you <b>summarize</b> a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What is the main idea of this text?</li> <li>What are the key details that support that main idea?</li> <li>How do those key details support the main idea?</li> </ul>
<p><b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>What is the difference between <b>reasons</b> and <b>evidence</b>?</li> <li>How do authors use both reasons and evidence to support points or claims in a text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>How does the author use reasons and evidence to support particular points in this text?</li> </ul>

## Standards Thinking Questions: RI.2 and RI.8

### Anchor Module for 5th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Foundation:</b></p> <p>How do you identify <b>multiple (two or more) main ideas</b> in a text?</p> <p>How can multiple (two or more) <b>main ideas</b> be supported by <b>key details</b> in the same text?</p> <p><b>Application:</b></p> <p>What are the main ideas of this text?</p> <p>What are the key details that support those main ideas?</p> <p>How do the key details support the main ideas?</p>
<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Foundation:</b></p> <p>What is the difference between <b>reasons</b> and <b>evidence</b>?</p> <p>How do authors use both reasons and evidence to support points or claims in a text?</p> <p><b>Application:</b></p> <p>How does the author use reasons and evidence to support particular points in this text?</p> <p>Which specific reasons and evidence support each point?</p>



## Standards Thinking Questions: RI.2 and RST.8

### Anchor Module for 6th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

<p><b>Formatting Key</b></p> <p><b>Bold:</b> Key Vocabulary and Concepts</p> <p><b>Blue:</b> New or Changing Vocabulary or Concepts at This Grade Level</p>
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Standard	Thinking Questions
<p><b>RI.6.2</b> Determine a central idea 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><b>Foundation:</b></p> <p>How is a <b>central idea</b> different from a <b>main idea</b>?</p> <p>How do particular details in the text convey a <b>central idea</b>?</p> <p>What are the traits of an <b>accurate</b> text summary?</p> <p>What does it mean to summarize <b>without personal opinions or judgments</b>?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How is the central idea conveyed through particular details?</p>
<p><b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><b>Foundation:</b></p> <p>What are the differences among <b>facts, reasoned judgments based on research findings, and speculation</b>?</p> <p>What is the role of each in a scientific text?</p> <p>How can you recognize each of these in a text and distinguish among them?</p> <p><b>Application:</b></p> <p>Where do you see facts, reasoned judgements based on research findings, and/or speculation in this text?</p> <p>How does the balance of facts, reasoned judgments based on research findings, and/or speculation affect the strength of the overall argument in the text?</p>

## Standards Thinking Questions: RI.2 and RST.8

### Anchor Module for 7th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do you find <b>more than one central idea</b> in a text?</p> <p>How do you <b>trace the development</b> of <b>central ideas</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What are the central ideas of this text?</p> <p>How do the central ideas develop over the course of the text?</p>
<p><b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><b>Foundation:</b></p> <p>What are the differences among <b>facts, reasoned judgments based on research findings, and speculation</b>?</p> <p>What is the role of each in a scientific text?</p> <p>How can you recognize each of these in a text and distinguish among them?</p> <p><b>Application:</b></p> <p>Where do you see facts, reasoned judgements based on research findings, and/or speculation in this text?</p> <p>How does the balance of facts, reasoned judgments based on research findings, and/or speculation affect the strength of the overall argument in the text?</p>

## Standards Thinking Questions: RI.2, RST.8, and RI.8

### Anchor Module for 8th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How do <b>supporting ideas</b> relate to a <b>central idea</b>?</p> <p>How do <b>supporting ideas</b> develop a <b>central idea</b> over the course of the text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How do the supporting ideas relate to and develop the central idea over the course of the text?</p>
<p><b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p><b>Foundation:</b></p> <p>What are the differences among <b>facts, reasoned judgments based on research findings, and speculation</b>?</p> <p>What is the role of each in a scientific text?</p> <p>How can you recognize each of these in a text and distinguish among them?</p> <p><b>Application:</b></p> <p>Where do you see facts, reasoned judgements based on research findings, and/or speculation in this text?</p> <p>How does the balance of facts, reasoned judgments based on research findings, and/or speculation affect the strength of the overall argument in the text?</p>
<p><b>RI.8.8</b> Delineate and evaluate the argument</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>delineate</b> an argument?</p>

<p>and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>How can you recognize <b>irrelevant</b> evidence in an argument?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning sound?</p> <p>Is the evidence provided to support the claims relevant and sufficient?</p> <p>Where do you see irrelevant evidence?</p>
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## Standards Thinking Questions: RI.2, RI.8, and RST.8

### Anchor Module for 9th-10th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

#### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <p>How is a <b>central idea</b> <b>refined</b> over the course of a text?</p> <p>Which details in the text contribute to the development of a <b>central idea</b> in the text? Which of those details are <b>key details</b>?</p> <p>How do key details <b>interact</b> to develop a central idea in the text?</p> <p>What does it mean to summarize <b>objectively</b>?</p> <p>What is the right level of detail for an accurate text summary?</p> <p><b>Application:</b></p> <p>What is the central idea of this text?</p> <p>How does the central idea emerge and develop over the course of the text?</p> <p>How do specific details shape and refine the central idea?</p>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Foundation:</b></p> <p>What does it mean to <b>delineate</b> an argument?</p> <p>What does it mean for reasoning to be <b>valid</b>?</p> <p>What does it mean for evidence to be <b>relevant</b>? <b>Sufficient</b>?</p> <p>What is <b>fallacious reasoning</b>? What are some common kinds of fallacious reasoning? How can you recognize false statements and fallacious reasoning?</p> <p><b>Application:</b></p> <p>What is the argument in this text?</p> <p>What specific claims does it make?</p> <p>How strong is the argument in this text?</p> <p>Is the reasoning valid?</p> <p>Is the evidence provided to support claims relevant and sufficient?</p>

# LITERACY DESIGN COLLABORATIVE

	Where do you see false statements and/or fallacious reasoning?
<p><b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<p><b>Foundation:</b>          What does it mean to assess <b>the extent to which</b> an author's <b>claim</b> or <b>recommendation</b> is supported by <b>reasoning</b> and <b>evidence</b>?</p> <p><b>Application:</b>          What is the primary claim or recommendation in this text?          To what extent is that claim or recommendation supported by reasoning and evidence?</p>

## Standards Thinking Questions: RI.2 and RST.8

Anchor Module for 11th-12th Grade Science, Quarter 4

**Essential Question:** How do reasoning and evidence effectively support central ideas?

### Grade-Level Standards Thinking Questions

#### Formatting Key

**Bold:** Key Vocabulary and Concepts

**Blue:** New or Changing Vocabulary or Concepts at This Grade Level

Standard	Thinking Questions
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How do multiple <b>central ideas</b> <b>work together to address the complexity of a topic</b> in the text?</li> <li>How do <b>key details</b> interact to develop <b>central ideas</b> in the text?</li> <li>What does it mean to summarize <b>objectively</b>?</li> <li>What is the right level of detail for an accurate text summary?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>What are the central ideas of this text?</li> <li>How do the central ideas of this text interact and build on one another over the course of the text to provide a complex analysis?</li> </ul>
<p><b>RST.11-12.8</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>How can you <b>verify data</b> in a science or technical text?</li> <li>What does it mean to <b>corroborate or challenge</b> the conclusions in a science or technical text? How can you use other sources of information to corroborate or challenge conclusions?</li> <li>What do you need to know and do in order to evaluate the hypotheses, data, analysis, and conclusions in a science or technical text?</li> </ul> <p><b>Application:</b></p> <ul style="list-style-type: none"> <li>How strong are the hypotheses, data, analysis, and conclusions in this text?</li> <li>Can you verify the data in this text?</li> <li>How do other sources of information corroborate or challenge the conclusions of this text?</li> </ul>

## Appendix D: Protocol for Planning for When to Teach the LDC Module

**Goal:** The purpose of this protocol is to intentionally embed the LDC module into your pacing guide. This includes planning for the standards-based thinking work that students will do before and after the module.

**Materials:** For each teacher: LDC module, LDC Standards Thinking Questions, and your pacing guide(s)

Steps	Time	Topic/Actions
<b>Part 1: Prepare for Embedding the Module into Your Pacing Guide</b>		
<b>Purpose:</b> Analyze the task, standards, and LDC Standards Thinking Questions for the module		
1	Varies	<p><b>Sequence (or review the sequence of) your pacing guide.</b></p> <p>Identify your rationale for the sequence of content in your pacing guide. (Common reasons may include: availability of curriculum resources; assessment dates and types; large projects; and school events.) Resequence as needed.</p>
2	5 min	<p><b>Examine the LDC module’s task and focus standards.</b></p> <p>Read the task; consider the assignment and what it is asking students to do.</p> <p><i>Discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the task asking students to think about?</i></li> </ul>
3	10 min	<p><b>Review the LDC Standards Thinking Questions for the module.</b></p> <p>Review the LDC-created questions that are connected to the module’s focus standards.</p> <p><i>Discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>What thinking work is each question asking students to do?</i></li> <li>• <i>What skills are these questions asking students to develop?</i></li> </ul>
<b>Part 2: Embed the Module into Your Pacing Guide</b>		
<b>Purpose:</b> Determine when the module will be taught, and when you will address the Standards Thinking Questions before and after the module		
1	5 min	<p><b>Determine when the module will be taught.</b></p> <p>Based on the sequencing of your pacing guide, identify the week(s) during which you will teach the module</p>
2	15 min	<p><b>Determine when you will address the LDC Standards Thinking Questions before and after the module.</b></p> <p>Identify when you will teach the thinking work and skills in the LDC Standards Thinking Questions during the weeks before (and possibly after) the module.</p>



## Appendix E: LDC Analyzing Standards in the Task and Skills List Protocol

### Goal:

Fully unpack an assignment’s task and skills, analyzing for evidence of the demands of a focus cluster. This can be done in PLC groups with teachers, teacher leaders, administrators, instructional coaches, or curriculum coaches.

### Materials:

highlighters, pens, copy of the task and standards, and list of skills

Steps	Time	Topic/Actions	Questions for Discussion
1	10 min.	<p><b>Analyze the quality of the task.</b></p> <p>Begin with a copy of the task and focus standards. First, use highlighters to color code each standard for the specific grade-level demands enacted in that standard. Be sure to highlight both the verbs and what students will do with the verbs (analyze what?/distinguish what?).</p> <p>Next, analyze the task to determine how the language of the standards is embedded in the language of the task prompt. It might be direct language, paraphrased, or implied language. There may be some overlap in colors.</p> <p>Use this suggested highlighting sequence: <i>Reading standard=pink; content standard=yellow; writing standard=green.</i></p>	<p>How are the demands of the focus standards cluster manifested in the task?</p> <p>Where did you highlight using more than one color? Why?</p>
2	15 min.	<p><b>Analyze the quality of the skills.</b></p> <p>Before looking at the Skills List, use the task and focus cluster to think about the list of skills you think students will need to have in order to respond to the task with competence. Discuss your reasoning with the team. If doing this with a larger group, it may be helpful to create a chart listing common skills in each skill cluster (Preparing for the Task, Reading Process, Transition to Writing, Writing Process).</p> <p>Then, analyze the alignment between the task and the Skills List by color coding the Skills List for evidence of each standard in the focus cluster.</p>	<p>What do students need to know and be able to do to be successful with this task?</p> <p>What does alignment look like between the Skills Lists and the demands of the task and focus standards?</p> <p>How can color coding be used to recognize alignment?</p>

# LITERACY DESIGN COLLABORATIVE

3	5 min.	<b>Discuss and reflect.</b> Use the questions in the right-hand column to guide your debrief discussion.	How did coding help you think about: <ul style="list-style-type: none"><li>• Tasks?</li><li>• Skills?</li><li>• Standards?</li><li>• Other noticings?</li></ul>
	30 min.	<b>Total time</b>	

# LITERACY DESIGN COLLABORATIVE

## Appendix F: Unpacking Your LDC Module (Complete with a partner as able)

Steps	Time	Topic/Actions
1	2 min.	<b>Read the task and focus standards.</b>
2	3 min.	<b>Identify the parts of each focus standard that are essential for completing this task.</b>
3	5 min.	<b>Highlight the task for evidence of the focus standards.</b>
4	2 min.	<b>Note additional demands in the task:</b> <ol style="list-style-type: none"> <li>Cognitive demand (cause/effect, comparison, analysis, etc.)</li> <li>Texts to be read</li> <li>Product to be created</li> </ol>
5	10 min.	<b>Skim the associated texts.</b>
6	10 min.	<b>Brainstorm acceptable student responses.</b> <ol style="list-style-type: none"> <li>Brainstorm as many acceptable responses to your task as you can think of. This will be more challenging at the higher grade levels as the tasks are more complex, but think in terms of thesis statements/controlling ideas that would shape the content of the rest of the response.</li> </ol>
7	10 min.	<b>Brainstorm less-than-proficient student responses.</b> <ol style="list-style-type: none"> <li>Brainstorm likely miscues. What are the kinds of responses you would expect students to give that would not make acceptable answers to the task?</li> </ol>
8	10 min.	<b>Use the rubric expectations to refine your expectations for acceptable and less-than-proficient responses.</b> <ol style="list-style-type: none"> <li>Look at the row in the student work rubric for your task’s focus reading standard or content dimension.</li> <li>Read the level 3 (“Meets Expectations”) criteria for that row.</li> <li>Use the level 3 criteria to refine your expectations for acceptable and less-than-proficient responses to the task.</li> </ol>

## Appendix G: Protocol for Planning Your Flipped Classroom

**Goal:** Identify and plan virtual teacher and student moves that will occur during an assignment.

**Materials:** pens, printed or virtual copy of an assignment

Steps	Time	Topic/Actions	Example/Think Aloud
1	5 min.	<p><b>Determine the skill that students need to learn.</b></p> <p>Read the assignment’s target standards, objectives, and if available, instructional strategies. Determine the skill that students need to learn.</p>	<p><i>Students need to read the text and accurately summarize its main ideas and key details.</i></p>
2	5 min.	<p><b>Determine how students will demonstrate that skill.</b></p> <p>Consider how students can clearly demonstrate their learning of this skill. Determine whether this will require discussion, partner work, independent work, or group work. Then determine what platform they can use to do that work.</p>	<p><i>This is an independent activity for students. Students can read the text and highlight the main ideas and key details directly in Google Docs.</i></p>
3	10 min.	<p><b>Decide the best way to teach that skill.</b></p> <p>Consider whether it will be best for your students to learn this skill in small or whole group meetings, by watching a pre-recorded lesson, or by meeting with you individually. Then determine what platform you will use to teach in that way.</p>	<p><i>I can create a pre-recorded lesson to model how to use the highlight tools in Google Docs to annotate for certain aspects of the text. I will read and highlight the first 3 paragraphs of the text to demonstrate the difference between minor and key details.</i></p> <p><i>I'll use Screencastify to record the video, and will post it to Google Classroom so that students can watch it before reading and highlighting the text independently.</i></p>
4	10 min.	<p><b>Determine how you will assign this lesson and assess student learning.</b></p> <p>Consider how to communicate the assignment and its due date clearly to your students. Identify the platform or communication method you will use to assign this work.</p> <p>Then, identify how you will access student work so that you can assess it and plan for future instruction.</p>	<p><i>I'll post the assignment in Google Classroom with clear directions for students to watch the video and then annotate their copy of the text in Google Docs.</i></p> <p><i>I'll check each student's Google Doc to assess whether they accurately identified key details and main ideas in the text. I'll meet one on one or in small groups with students who did not identify accurate key details and main ideas.</i></p>

## Appendix H: LDC Analyzing Student Work Protocol 1

**Goal:** The purpose of this protocol is to analyze student writing for evidence of the standards and to identify patterns in student work using an analytic rubric. The protocol is divided into two parts to allow for two separate but related ways of analyzing student work. To gain the most powerful insight into students' developing mastery of standards, and to plan for future instruction accordingly, both parts should be completed.

### Materials for Each Teacher:

- Three different color highlighters. Suggested: pink, yellow, blue.
- Task(s) or assignment(s), including the prompt and focus standard cluster or target standards
- The rubric for each task/assignment (*Resource: [Reading Standard Rubrics](#)*)
- At least 3 student work samples, ideally from a proxy group of students being followed through the year

**Total Time:** 50 minutes

Step	Time	Topic/Actions	Questions for Discussion
<b>Part 1: Analyzing Student Work for Evidence of Focus Standards</b>			
1	5 min.	<p><b>Examine the task and focus standards.</b></p> <p>Read the task and focus standards aloud. Read the reading standard aloud twice and think about the demands of the standard. Discuss what the assignment is asking students to do and think about, and how the standards work together in the assignment.</p>	<p>What is the task asking students to think about?</p> <p>Where do you see the language of the focus standards in the task prompt?</p> <p>How do these standards amplify and leverage one another?</p>
2	10 min.	<p><b>Analyze student work for evidence of the standards.</b></p> <p>Break into teams of 2 or 3 and use highlighters to color code the student work for evidence of the standards. Focus on and highlight evidence of the <b>reading standard</b> and the <b>content standard</b> (or second reading standard). You can also use a third color to highlight places where you see evidence of the student <b>connecting the reading and content standards</b>. Discuss how the student response does and does not align to the focus standards.</p> <p>Suggested highlighting sequence:</p> <ul style="list-style-type: none"> <li>• <i>Reading standard = pink</i></li> <li>• <i>Content or second reading standard = yellow</i></li> <li>• <i>Connections between the standards = blue</i></li> </ul>	<p>What evidence did you find of the first reading standard? What gaps did you notice?</p> <p>What evidence did you find of the second reading standard or content standard? What gaps did you notice?</p> <p>Did you find any evidence of how the student was connecting the two standards?</p>

# LITERACY DESIGN COLLABORATIVE

Step	Time	Topic/Actions	Questions for Discussion
<b>Part 2: Analyzing Student Work with a Rubric</b>			
3	10 min.	<p><b>Analyze the assignment’s rubric.</b></p> <p>Analyze the reading and/or content rows of the rubric by discussing each row’s <b>construct</b> (what is being measured?) and <b>progression</b> (how do the expectations change across scoring levels?). Discuss alignment between the language of the grade-level standards and the expectations of the reading and/or content rows in the rubric.</p>	<p>What are the key words that help you understand the construct of each dimension?</p> <p>What words or phrases change at each scoring level?</p> <p>How does noticing the specific descriptive language of each scoring level help you better understand what the grade-level standard expects of students?</p>
4	15 min.	<p><b>Analyze student work using the rubric.</b></p> <p>Using <b>only</b> the reading and/or content rows of the assignment’s rubric, individually score the same work sample you highlighted in Part 1. Discuss with your team how you scored the sample, being very explicit in connecting what you see in the student work to specific language in the rubric.</p> <p>If you have time, repeat with additional samples and look for patterns.</p>	<p>How do the reading and/or content rows of the rubric add to your knowledge of the student’s ongoing standards mastery?</p> <p>How do the reading and/or content rows of the rubric inform your next moves with this student?</p> <p>Using the reading and/or content rows of the rubric, what patterns are you finding in student work?</p>
5	10 min.	<p><b>Discuss and reflect.</b></p> <p>Use the questions in the right-hand column to guide your debrief discussion.</p>	<p>How can the reading rows of a rubric be used in your classroom for any assignment?</p> <p>How can the content rows of a rubric be used in your classroom for any assignment?</p> <p>After coding and/or scoring, what did you notice about:</p> <ul style="list-style-type: none"> <li>● Student work?</li> <li>● Standards?</li> <li>● Anything else?</li> </ul>

## Appendix I: LDC Analyzing Student Work Protocol 2

**Goal:** The purpose of this protocol is to analyze the results from scoring with an analytic rubric to identify patterns in student skill development and ways that you can respond to those patterns in your teaching.

### Materials for Each Teacher:

- The assignment, including all text(s) and the rubric for the assignment
- All final student writing products for the assignment
- [Acceptable/Unacceptable Responses Brainstorm Sheet](#) (print or make digital copy)
- [Consensus Score Form](#) (print or make digital copy)
- [Score Tally Form](#) (print or make digital copy)
- [Student Standard Scores Spreadsheet](#) (make digital copy)

**Total Time:** 2 hrs, 15 min

Step	Time	Topic/Actions	Questions for Discussion
<b>Part 1: Prepare for Scoring</b>			
<b>Purpose:</b> Analyze the task, standards, and rubric dimensions.			
1	5 min.	<b>Examine the task and focus standards.</b> Read the task and focus standards aloud. Discuss what the assignment is asking students to do and think about.	What is the task asking students to think about?
2	15 min.	<b>Brainstorm a list of responses.</b> Read the focus reading standard(s) and review the text(s) in order to identify acceptable and unacceptable responses to the task. For more complex tasks, these should be condensed responses akin to the thesis statement or main claim a student would make. Write these down on the <a href="#">Brainstorm Sheet</a> .	What is the full range of responses to this prompt that would be considered acceptable?  What responses do you expect students to give that would be unacceptable?
3	10 min.	<b>Review all the rows of the rubric.</b> Analyze the rubric by discussing each row's <b>construct</b> (what is being measured?) and <b>progression</b> (how do the expectations change across scoring levels?). Discuss alignment between the language of the grade-level standards and the expectations of the reading and/or content rows in the rubric.  Identify any language in the rubric that needs to be clarified or made concrete; define that language for your prompt and text (e.g. what is a <i>minor detail</i> vs. a <i>key detail</i> for this text?).	What are the key words that help you understand the construct of each dimension?  What words or phrases change at each scoring level?  How does noticing the specific descriptive language of each scoring level help you better understand what the grade-level standard expects of students?

Step	Time	Topic/Actions
<b>Part 2: Conduct Consensus Scoring</b> <b>Purpose:</b> Practice applying the rubric, and come to agreement with colleagues on what the language of the rubric means for this task.		
1	10 min.	<b>Score one piece of student work using the rubric.</b> In the work sample, highlight phrases, sentences, or sections that show evidence of each scoring element on the rubric. Then, on the rubric, highlight the language that best describes the evidence you found in the student work sample. Select the most appropriate scores; record the scores from your first piece of student work on your copy of the <a href="#">Consensus Score Form</a> .
2	10 min.	<b>Switch papers to score a partner's student work.</b> Using the same process from Step 1, score a piece of student work from your partner's classroom. Record your scores for their sample on the second page of your <a href="#">Consensus Score Form</a> .
3	10 min.	<b>Come to consensus on scores for both samples.</b> Review your and your partner's scores for each piece of student work. Briefly discuss the scoring elements where you already agree, sharing your rationale for the scores. Then discuss the scoring elements where there is disagreement. Take turns explaining your different scores and asking questions, matching the rubric language to evidence from the student work, and try to come to agreement about the most appropriate score.  Record the consensus scores for each sample in the Consensus Score column of the form. Discuss how you will define the language of the rubric now.
<b>Part 3: Score All Student Work From Your Classroom</b> <b>Purpose:</b> Record each student's scores on all dimensions of the rubric. Use this information to identify patterns in student skill development and ways that you can respond to those patterns in your teaching.		
1	40 min.	<b>Continue scoring; tally scores to identify patterns.</b> Score your other samples of student work and record tallies for each sample's rubric scores on your <a href="#">Score Tally Form</a> . This will enable you to identify patterns in Part 4 of this Protocol.
2	10 min.	<b>Record scores on the Student Standard Scores Spreadsheet.</b> Record each student's scores for the focus reading standard and focus content standard (or second reading focus standard for ELA tasks) on your <a href="#">Student Standard Scores Spreadsheet</a> .



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Step	Time	Topic/Actions	Questions for Discussion
<b>Part 4: Analyze and Share Results</b> <b>Purpose:</b> Collaborate and discuss patterns, findings, and next steps.			
1	15 min.	<b>Analyze your students' results.</b> After scoring all student work for the assignment, analyze your students' results through collaborative discussion.	What patterns do you see in student thinking and skill development?  Which parts of the rubric did students seem to do really well on?  Which parts of the rubric did students seem to struggle with?  Based on the evidence, what are the next skills you should teach?  Will you teach those skills through daily lessons or a module?
2	10 min.	<b>Share the data summary.</b> Share the data summary tab on your <a href="#">Student Standard Scores Spreadsheet</a> and 2-3 student work samples with your coach and/or administrator.	

**Preparing to Score Student Work: Acceptable/Unacceptable Responses Brainstorm Sheet**

*Aspect of the prompt you're brainstorming responses to (e.g., theme, examples of symbolism, moments of conflict):*

Acceptable Responses	Unacceptable/Less-Than-Proficient Responses

*Aspect of the prompt you're brainstorming responses to (e.g., theme, examples of symbolism, moments of conflict):*

Acceptable Responses	Unacceptable/Less-Than-Proficient Responses

Sample: \_\_\_\_\_

Scorer Name: \_\_\_\_\_

Scoring Element	Original Score	Consensus Score (after group talk)	Comments/Notes
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	

Sample: \_\_\_\_\_

Scorer Name: \_\_\_\_\_

Scoring Element	Original Score	Consensus Score (after group talk)	Comments/Notes
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	
	Score:	Score:	

## Student Work Score Tally Form

**Directions:** Write the names of the rubric dimensions you are scoring in the left-hand column. As you score student work, tally the scores for each sample in the middle four columns. This will allow you to identify patterns across multiple students.

Scoring Element	Score Tallies				Analysis/Discussion Notes
	1 - 1.5	2 - 2.5	3	3.5 - 4	



## MISSION

Finally deliver on educational equity.

## VISION

All public schools offer the best opportunity for every student to fulfill their academic promise.

## IMPACT

Independent study reports LDC students make up to 9 months of additional growth in one school year.

# LITERACY DESIGN COLLABORATIVE

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