

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RST 6 – 8.1**

Cite specific textual evidence to support analysis of scientific and technical texts.

**Essential Skills and Concepts:**

- Analyze the text
- Support analysis with evidence from the text
- Identify primary and secondary sources
- Identify specific textual evidence
- Cite evidence

**Question Stems and Prompts:**

- ✓ What is stated explicitly in the text?
- ✓ What evidence is most supportive of your analysis?
- ✓ What is your analysis of the text?
- ✓ What textual evidence did you identify to support your analysis of the text?
- ✓ Cite several examples.
- ✓ Show me in the text what makes you think that\_\_\_\_\_.

**Tier 2****Academic Vocabulary**

- analyze
- explicit
- cite
- textual evidence

**Spanish Cognates**

- analizar
- explícito
- citar

**Anchor Standard**

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

**RST 6-8.2**

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**Essential Skills and Concepts:**

- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment
- Determine the central idea

**Question Stems and Prompts:**

- ✓ What does the text suggest?
- ✓ What is the central idea?
- ✓ What distinct details convey the central idea of this piece?
- ✓ How can you best summarize the text?
- ✓ Is your summary free of personal judgment or opinion statements?
- ✓ Cite evidence from the text to support your determination of the central idea.
- ✓ An example of how the central idea recurs in the text is\_\_\_\_\_.
- ✓ What is your analysis of the text?

**Tier 2****Academic Vocabulary**

- idea
- convey
- details
- summary
- distinct
- fact
- opinion
- judgment
- suggest
- determine
- central idea
- analyze
- objective
- supporting

**Spanish Cognates**

- idea
- detalles
- resumen
- distinto
- opinión
- determinar
- idea central
- analizar
- objeto

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RST 6-8.3**

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Essential Skills and Concepts:**

- ❑ Understand how an event or idea is introduced
- ❑ Recognize & interpret comparisons, analogies and models
- ❑ Recognize text format that indicates multistep procedure

**Question Stems and Prompts:**

- ✓ Where does the author provide an example, or anecdote, to support the steps in the procedure?
- ✓ What precise words are used by the author to make the directions clear?

**Tier 2****Academic Vocabulary**

- analyze
- detail
- event
- multistep

**Spanish Cognates**

analizar  
detalle  
evento

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RST 6-8.4**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context relevant to *grades 6-8 texts and topics*.

**Essential Skills and Concepts:**

- ❑ Identify and interpret technical language

**Question Stems and Prompts:**

- ✓ What does the word/phrase \_\_\_\_\_ mean in this selection?
- ✓ Which of the following synonyms is closest in the meaning to the word \_\_\_\_\_?
- ✓ In this sentence, the word, \_\_\_\_\_, means \_\_\_\_\_.
- ✓ What is the technical meaning of the word?
- ✓ According to this passage, an \_\_\_\_\_ is like a \_\_\_\_\_ because both \_\_\_\_\_.
- ✓ What is the meaning of the analogy \_\_\_\_\_?

**Tier 2****Academic Vocabulary**

- synonyms
- antonyms
- analyze
- specific
- technical
- analogy
- symbols
- key terms

**Spanish Cognates**

sinónimo  
antónimo  
analizar  
específico  
técnico  
analogía

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RST 6-8.5**

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**Essential Skills and Concepts:**

- Identify and analyze text structures
- Analyze the use of text features
- Understand how ideas develop
- Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas
- Analyze public documents
- Identify the key concept
- Use text features
- Understand structure & utility of consumer documents

**Question Stems and Prompts:**

- ✓ What is the main idea of the section, chapter, paragraph?
- ✓ What text features are used?
- ✓ What is the structure of the text?
- ✓ How is this paragraph organized?
- ✓ What is the key concept?
- ✓ How was the key concept developed?
- ✓ How do the text features assist the reader?
- ✓ What information does \_\_\_\_\_ (text feature) provide?
- ✓ Is this information also included in the text or solely found in the \_\_\_\_\_ (text feature)?

**Tier 2****Academic Vocabulary**

- analyze
- chapter heading
- text structure
- section
- paragraph
- graphics
- headings
- captions
- media
- detail
- specific

**Spanish Cognates**

- analizar
- estructura del texto
- sección
- párrafo
- gráfico(s)
- los medios de comunicación
- detalle
- específico

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RST 6-8.6**

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

**Essential Skills and Concepts:**

- Understand and identify purpose
- Understand and explain how purpose develops, and is conveyed

**Question Stems and Prompts:**

- ✓ What is the author's purpose?
- ✓ How does the author describe the procedure or steps?
- ✓ What does the author try to explain to the reader?
- ✓ Is the author clear in his explanation?

**Tier 2****Academic Vocabulary**

- author
- purpose
- analyze

**Spanish Cognates**

- autor
- propósito
- analizar

**Anchor Standard**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**RST 6-8.7**

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).

**Essential Skills and Concepts:**

- Integrate information from diverse media and formats
- Summarize information
- Develop understanding of a topic/issue
- Interpret numerical or quantitative information

**Question Stems and Prompts:**

- ✓ What common understanding on the topic/issue did you develop?
- ✓ Which format best relays the message?
- ✓ What topic or idea is presented?
- ✓ How does the \_\_\_\_\_ (*chart, model, table, etc.*) demonstrate \_\_\_\_\_ concept?

**Tier 2****Academic Vocabulary**

- media format
- topic
- information
- summarize
- integrate
- evaluate
- format
- quantitative
- technical
- diagram
- flowchart
- graph
- table
- models

**Spanish Cognates**

- tema
- información
- resumir
- integrar
- evaluar
- formato

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

**RST 6-8.8**

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**Essential Skills and Concepts:**

- Distinguish valid claims from claims that aren't supported
- Understand how claims and/or arguments are supported by evidence from the text
- Trace the specific claims of an argument
- Evaluate evidence relevant to the claims
- Outline or trace the arguments and claims in text
- Understand and assess validity of reasoning
- Understand and evaluate relevance
- Determine if sufficient evidence is presented to support an argument or claim
- Recognize irrelevant evidence

**Question Stems and Prompts:**

- ✓ What argument is presented?
- ✓ What claims support the argument?
- ✓ Are these claims valid/invalid, and if so, why?
- ✓ Is there sufficient evidence to support the claims?
- ✓ Is the argument well developed and supported?  
Explain your answer.

**Tier 2****Academic Vocabulary**

- evaluate
- argument
- distinguishing claim
- evidence
- valid
- validity
- claim
- reasoning
- relevant (pertinent)
- sufficient
- support
- irrelevant

**Spanish Cognates**

- evaluar
- argumento
- válido
- validez
- reclamación
- razonamiento
- pertinente
- suficiente
- irrelevante

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RST 6-8.9**

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**Essential Skills and Concepts:**

- Compare & contrast two sources of information
- Identify and analyze interpretation of facts
- Identify and analyze use of evidence
- Distinguish between fact & interpretation

**Question Stems and Prompts:**

- ✓ Explain the similarities and differences of \_\_\_\_\_ and \_\_\_\_\_.
- ✓ What is common in both pieces of information?
- ✓ Which of the authors' approaches do you prefer? Why?
- ✓ How does the evidence gained from experimentation, simulations, video, or multimedia sources, compare to that gained from reading a text on the same topic?
- ✓ How does one author advance a different interpretation of the facts as compared to the other author?
- ✓ How does the information presented in the various sources differ from one another?
- ✓ Is the differing information factual or interpretive?
- ✓ Which form do you think is accurate? Why?

**Tier 2****Academic Vocabulary:**

- compare
- contrast
- similar
- difference
- presentation
- point of view
- perspective
- advance
- analyze
- evidence
- key information
- conflict
- disagree
- interpretation

**Spanish Cognates**

- comparar
- contraste, contrastar
- similar
- diferencia
- presentación
- punto del vista
- perspectiva
- avanzar
- analizar
- 
- conflicto
- interpretación

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RST 6-8.10**

By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

**Essential Skills and Concepts:**

- Read various forms of nonfiction fluently
- Read independently and comprehend complex texts
- Make an effort to independently read texts of increasing complexity
- Monitor comprehension

**Question Stems and Prompts:**

- ✓ What are the topics/central ideas of the nonfiction texts that you have recently read?
- ✓ What topic did you enjoy the most?
- ✓ Briefly summarize the central idea of the text.

**Tier 2****Academic Vocabulary**

- fluency
- comprehension
- non-fiction
- informational text
- text complexity
- independent
- proficient

**Spanish Cognates**

- fluidez
- comprensión
- no de ficción
- texto informativo
- complejidad del texto
- independiente

**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**WHST 6-8.1**

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**Essential Skills and Concepts:**

- Introduce a precise claim
- Provide reasons and evidence to support claims
- Determine relevance of evidence
- Utilize credible sources
- Provide an effective conclusion
- Write an argument with claims, reasons, and evidence
- Understand use of counterclaims in an argument essay
- Employ logical reasoning when supporting claims
- Understand what makes evidence relevant, accurate and credible

**Question Stems and Prompts:**

- ✓ How did you distinguish your claim from opposing claims?
- ✓ Where does the author support his counter argument with relevant evidence?
- ✓ Which sentences best support the counterargument?
- ✓ What data does the author use to support his claim?
- ✓ Does the data come from a credible source?

**WHST 6-8.1 – (Continued)****Tier 2****Academic Vocabulary:**

- arguments
- claims
- clear reasons
- relevant evidence
- facts, reasons, details
- credible source
- topic
- thesis statement
- persuade
- conclusion
- supporting evidence
- arguments
- counterarguments
- claims/alternate or opposing claims
- relevant evidence
- logical
- reasoning
- accurate
- counterclaim

**Spanish Cognates**

- argumentos
- reclamación
- razones claras
- razones/detalles
- creíble
- persuader
- conclusion
- argumentos
- argumentos contrarios
- lógico
- razonamiento
- reconvención

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**WHST 6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into border categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Essential Skills and Concepts:**

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic
- Use facts, concrete details, quotations, examples to develop the topic
- Incorporate definitions of terms
- Understand and use domain-specific vocabulary
- Understand how to write a concluding statement that follows from and supports the information or explanation presented

**Question Stems and Prompts:**

- ✓ How can you clearly introduce your topic?
- ✓ What facts/details/examples/quotations help to develop your topic?
- ✓ How does your thesis statement preview the content of the essay?
- ✓ What categories of supporting details do you provide?
- ✓ How does the conclusion support the information presented?

**WHST 6-8.2 (continued)****Tier 2****Academic Vocabulary:**

- expository
- reason, detail, fact
- explanation
- elaboration
- thesis statement
- conclusion
- introduction
- topic
- compare/contrast
- cause/effect
- analysis
- relevant content
- domain-specific
- informative
- application
- convey/transmit
- analysis
- relevant/pertinent

**Spanish Cognates**

- expositivo
- razón, detalle
- explicación
- elaboración
- conclusión
- introducción
- tema
- comparar/  
contraste,contrastar
- causar o causa/efecto
- análisis
- contenido pertinente
- informativo
- aplicación
- transmitir
- análisis
- pertinente

**Anchor Standard**

Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well structured event sequences.

**WHST 6-8.3**

(See note; not applicable as a separate requirement)

**Essential Skills and Concepts:**

□

**Question Stems and Prompts:**

✓

**Academic Vocabulary**

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**Spanish Cognates****Anchor Standard**

Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose & audience.

**WHST 6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Essential Skills and Concepts:**

- Identify and understand the writing task
- Identify and understand the writing purpose
- Be able to write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ Who is the audience you are writing for?
- ✓ How will you organize your thinking before beginning to write?
- ✓ Will your writing include a thesis statement?
- ✓ How will you conclude your writing?
- ✓ What is your purpose for writing?
- ✓ What style will you use? Formal? Informal?
- ✓ What can you change in this paragraph to make your writing clearer?

**Tier 2****Academic Vocabulary**

- organization
- task
- purpose
- audience
- thesis statement
- conclusion

**Spanish Cognates**

- organización
- tarea
- propósito
- audiencia
- declaración de tesis
- conclusión

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

**WHST 6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**Essential Skills and Concepts:**

- Develop and use planning templates
- Understand and utilize revision techniques
- Identify and edit text-problems
- Organize information prior to writing
- Implement the writing process by: planning, revising, editing, and rewriting
- Edit for language conventions
- Understand the purpose for writing
- Understand and address the audience
- Craft a clear, concise thesis statement
- Write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ Is your writing free of writing conventions errors?
- ✓ Where should you go if you need helping editing?
- ✓ Which would be the best opening sentence?
- ✓ Which would be the best thesis statement?
- ✓ What is the best title for this selection?
- ✓ What sentence best concludes this selection?
- ✓ How could you rearrange and include more sentences to make the paragraph more interesting?
- ✓ Is your conclusion strong, and does it reflect your writing?

**Tier 2****Academic Vocabulary**

- planning
- revising
- editing
- rewriting
- organization

**Spanish Cognates**

- planeando (v)
- revisando
- organización

**Anchor Standard**

Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

**WHST 6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.

**Essential Skills and Concepts**

- Use technology proficiently for production, publication, and collaboration
- Demonstrate keyboarding skills (three page/single sitting minimum)
- Access and use the Internet
- Understand the use of databases
- Use key words to locate information on the internet
- Know how to site a variety of sources
- Understand various computer programs such as Word, PowerPoint, Excel, and Publisher)

**Question Stems and Prompts:**

- ✓ What software will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ What search engine do you most prefer to use in researching\_\_\_\_\_?
- ✓ Did you use numerous search engines to research your material?
- ✓ What programs are available for you to check your spelling and language conventions?
- ✓ Did you cite your work?

**Tier 2****Academic Vocabulary**

- publish
- keyboarding
- cite
- produce
- publish
- technology

**Spanish Cognates**

- publicar
- citar
- producir
- publicar
- tecnología

**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**WHST 6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Essential Skills and Concepts:**

- Understand the steps of a research project
- Understand how to use computer publishing software
- Know how to use internet search engines
- Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts
- Know how to create a bibliography or citation page
- Understand paraphrasing

**Question Stems and Prompts:**

- ✓ What question does your report answer?
- ✓ Why is it important to paraphrase your information?
- ✓ Did you give credit for the information you used?
- ✓ How did you know that the source was credible?
- ✓ What is the correct way to site your sources in your bibliography or citation page?
- ✓ Show me where you found \_\_\_\_\_ information?
- ✓ Looking at these various sources, which source would be the most valid? Why?

**Tier 2****Academic Vocabulary**

- paraphrase
- credit
- source
- cite
- bibliography
- citation page
- valid

**Spanish Cognates**

- parafrasear
- crédito
- citar
- bibliografía
- válido

**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**WHST 6-8.8**

Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Essential Skills and Concepts:**

- Understand how to gather applicable information from digital sources
- Understand how to gather applicable information from printed sources
- Know how to assess credible sources
- Understand how to quote/paraphrase information with plagiarizing
- Be able to create a bibliography using a standard format for citation
- Understand how to create a bibliography/citation page
- Identify primary and secondary sources.

**Question Stems and Prompts:**

- ✓ How do you know the information is credible?
- ✓ How do you know the source is credible?
- ✓ What format did you use when citing sources for your bibliography?
- ✓ How did you site a digital source?
- ✓ Once you read the data, what did you do to summarize the information for easier readability?
- ✓ Which source represents a primary source? Secondary source?

**Tier 2****Academic Vocabulary**

- credible source
- format
- bibliography
- citation page
- digital source
- data
- primary source
- secondary source

**Spanish Cognates**

- formato
- bibliografía
- fuentes digital
- datos

**Anchor Standard**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**WHST 6-8.9**

Draw evidence from informational texts to support analysis reflection, and research.

**Essential Skills and Concepts:**

- Analyze informational texts
- Identify evidence to support analysis/research
- Analyze information & be able to support your analysis
- Be able to synthesize information and reflect
- Know how to trace the argument and specific claims in a text
- Know how to evaluate the argument and specific claims in the text

**Question Stems and Prompts:**

- ✓ What evidence can you draw from the passage to support your analysis or position?
- ✓ How does the author present the information?
- ✓ What similarities in the various texts do you notice?
- ✓ What conclusions can you make based on the text(s)?
- ✓ Is there relevant and sufficient evidence to support the claim? If so, what?
- ✓ What evidence do you have to support your answer?
- ✓ What evidence do you have to support the author's argument/claim that \_\_\_\_\_?
- ✓ What evidence did you find to be factual?

**Tier 2****Academic Vocabulary**

- analyze
- evidence
- support
- research
- credible
- author
- reason
- compare/contrast
- draw evidence
- reflect/reflection
- relevant
- sufficient
- factual
- support claims
- objective
- bias

**Spanish Cognates**

- analizar
- creíble
- autor
- razón
- comparar/contrastar
- reflexionar/reflexión
- pertinente
- suficiente
- objetivo

**Anchor Standard**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**WHST 6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Essential Skills and Concepts:**

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively
- Craft a clear, concise thesis statement
- Write well-constructed sentences
- Craft well written paragraphs
- Write a strong conclusion that supports ideas presented in the writing

**Question Stems and Prompts:**

- ✓ What is the purpose of this writing?
- ✓ What is the specific task?
- ✓ Who is the intended audience?
- ✓ How will you address the audience's knowledge/perspective?
- ✓ Identify the thesis statement.
- ✓ Is the thesis statement supported by evidence that can be traced throughout the writing?

**Tier 2****Academic Vocabulary**

- research
- reflection
- purpose
- audience
- summary

**Spanish Cognates**

- investigación
- reflexión
- propósito
- resumen