

Standards Based Learning

ELA 6-8

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[New York State P-12 Common Core Learning Standards for ELA and Literacy](#)

The Standards fall into the following categories:

Reading

Writing

Speaking and Listening

Language

Anchor Standards for Reading

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- Both Literature and Informational
- These remain the same from K-12

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. 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 the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Specific to New York

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

What do Grade Specific Standards Look Like?

Let's look at what the students are expected to do at different grade levels for a specific standard.

Reading Anchor Standard 2-Key Ideas and Details

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

Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade 6: 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.

Grade 8: 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.

Reading Anchor Standard 4-Craft and Structure

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.

Grade 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Grade 6: 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.

Grade 8: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

What do Lessons and Assignments Look Like that Teach and Assess These Standards?

7th Grade Writing Prompt Analyzing Figurative Language and Theme

Shel Silverstein embeds a message within this simple, funny poem. Identify the author's message (theme) and use evidence from the poem that supports your analysis. Explain how the author uses literary devices (exaggeration, alliteration, sensory details) to convey humor in his message to the audience. Your response should be long enough to address all parts of the task. Remember- quality NOT quantity!

Sample Answer

The message that Shel Silverstein is conveying through this simple, funny poem is that one small decision can have large consequences. Evidence from the poem that supports this message can first be found in lines 5-6 when it states, “And though her daddy would scream and shout, She simply would not take the garbage out.” These lines show that Sarah is making a conscious choice not to take the garbage out. One wouldn’t think that such a small act of disobedience would have huge consequences, but, as seen in lines 35-36 and lines 42-43, this is the case. “And all the neighbors moved away, And none of her friends would come out to play,” shows Sarah being isolated due to her poor decision. “And there, in the garbage she did hate, Poor Sarah met an awful fate,” shows the final outcome/consequence of Sarah’s decision, which can be inferred as being quite tragic. The message that the author seems to be conveying to young readers through the character of Sarah Stout is that if you don’t obey your parents, the consequences can be very dangerous.

To convey this message in a humorous way, Silverstein uses a variety of literary devices. To begin, Silverstein uses exaggeration to show how the consequences of Sarah’s decision continue to escalate. “The garbage rolled on down the hall, it raised the roof, it broke the wall...,” and, “At last the garbage reached so high, That it finally touched the sky.” The alliteration of “moldy melons,” “brown bananas,” and “gloppy glumps” gives a humorous tone to the build-up of the disgusting garbage that will ultimately lead to Sarah’s “awful fate.” Finally, sensory details such as “soggy beans, green baloney” and “curdled milk” are funny, while at the same time they help to solidify the repulsive image in the reader’s mind of the consequences of Sarah’s one small choice.

Anchor Standards for Writing



Three types and purposes of writing
These remain the same from K-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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

Responding to Literature-NY State specific

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Grade 6-Writing Standard 1-Argument

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

What an introduction looks like-Grade 6

The average MLB player salary has increased by \$200,000 over the past year. A salary cap can control major inflation like this. These days, professional athletes are being offered what many consider to be “blockbuster” trades and signings. But what’s really behind all the inflation and money? Professional leagues generate huge revenues from more than some season tickets. They profit from regional and national TV deals, including networks like MSG and YES to state a few, and make money from external sponsorships, such as deals from Nike, Jordan, and Adidas. Salary caps are a good way to control costs and create an even playing field for building a team. **A salary cap should be imposed**

because a salary cap can help the game from a financial standpoint, as well as even out the playing field.

Grade 7-Writing Standard 1-Argument

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), 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.

Grade 7 Introduction

The average MLB player salary has increased by \$200,000 over the past year. A salary cap can control major inflation like this. These days, professional athletes are being offered what many consider to be “blockbuster” trades and signings. But what’s really behind all the inflation and money? Professional leagues generate huge revenues from more than some season tickets. They profit from regional and national TV deals, including networks like MSG and YES to state a few, and make money from external sponsorships, such as deals from Nike, Jordan, and Adidas. Salary caps are one way to control the money, but they are controversial among many fans, and even professional athletes themselves. Fans that are against a salary cap argue that a salary cap puts more money in the pockets of the owners, whereas the professional athletes risk injury every game. A salary cap should be imposed because a salary cap can help the game from a financial standpoint, as well as even out the playing field.

Grade 8-Writing Standard 1-Write Arguments

- a. Introduce claim(s), 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 evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

What does an 8th grade level add to the introduction?

The average MLB player salary has increased by \$200,000 over the past year. A salary cap can control major inflation like this. These days, professional athletes are being offered what many consider to be “blockbuster” trades and signings. But what’s really behind all the inflation and money? Professional leagues generate huge revenues from more than some season tickets. They profit from regional and national TV deals, including networks like MSG and YES to state a few, and make money from external sponsorships, such as deals from Nike, Jordan, and Adidas. Salary caps are one way to control the money, but they are controversial among many fans, and even professional athletes themselves. The use of a salary cap is one of the most controversial and heated debates among sports fans. Proponents of a salary cap believe that they are a good way to control costs and create an even playing field for building a team. However, fans that are against salary caps argue that the money spent on signings and trades is well spent. Also, fans that are against a salary cap argue that a salary cap puts more money in the pockets of the owners, whereas the professional athletes risk injury every game. A salary cap should be imposed because a salary cap can help the game from a financial standpoint, as well as even out the playing field.