



<u>Anchor Standard</u>	<u>Skills</u>	<u>Activities/Assessments</u>
CCR Reading Anchor Standard 1: Read closely to determine what the text says	Ask and answer such questions as who, what, where, when and why to demonstrate understanding of text.	Instruction: Extensive verbal questioning. WH Question Printable
CCR Reading Anchor Standard 2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	Identify main idea and identify key details of a text	Instruction: Extensive engagement with Main Idea cards Instruction: Practice summarizing Summary Printable
CCR Reading Anchor Standard 3: Analyze how and why individuals, events and ideas develop and interact over the course of the text.	Describe the connection between two individuals, events, ideas or pieces of information from a text.	Instruction: Engaging classroom discussion to teach connections within content Compare and Contrast Printable
CCR Reading Anchor Standard 4: Determine the meaning of general academic and domain specific words or phrases in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text Use content vocabulary related to the schema as well as functional vocabulary.	Instruction: Activities involving Main Idea, Reading Match, and Vocabulary Flashcards to study Vocabulary Printable Vocabulary Assessment Printable Reading Match Printable Reading Assessment Printable
CCR Reading Anchor Standard 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	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently Connect new content with related content from other books that have been studied	Instruction: Use of Bold to connect to image on page and meaning. Connect ideas, people, places, and things to previous books to show relation. Main Idea Cards games/study
CCR Reading Anchor Standard 6: Assess how	Identify the main purpose of a text, including	Instruction: lead a discussion about

point of view or purpose shapes the content and style of a text.	what the author wants to answer, explain, or describe.	the genre of the book. (non-fiction) What was learned? Facts
CCR Reading Anchor Standard 7: Integrate <i>and</i> evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Describe relationship between illustrations and text (what person, place, thing, idea in the text does the illustration depict. Use illustrations to depict key details from the text. Use of videos Use of charts, graphs or maps	Instruction: Point out text features as you work through book. Use videos mentioned in lesson plans or other sources. Map Activity Chart or Graph Activity
CCR Reading Anchor Standard 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.	Describe how “reasons why” support specific points the author makes in a text	Instruction: Engage students in discussions leading to outcomes Summary Printable EZ Summary Printable WH Printable Q and A Printable
CCR Reading Anchor Standard 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.	Compare and contrast	Instruction: As connections to other books or information learned occur, be sure to point them out and talk about them. Compare/Contrast Printable
CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.	Read books independently after instruction for pleasure reading along with other books the student may be interested in	Instruction: Make sure to provide time to revisit books covered in the past. Free reading time.

Writing Standards

CCR Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Summary Printable Opinion Printable WH Printable
CCR Writing Anchor Standard 2: Write	Using a topic that is provided, supply facts and	Summary Printable

<p>informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>provide some sense of closure Write facts from a text using complete sentences. Use pictures to answer questions</p>	<p>EZ Summary Printable Letter Printable</p>
<p>CCR Writing Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details ,and well-structured event sequences.</p>	<p>Ability to retell familiar events in sequence order Identify major events Bring writing to an end</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Technology: Have students create and present a presentation on the topic. Summary Printable Letter Printable</p>
<p>CCR Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Essential Skills and Concepts</p> <p>Know how to write in a sequential manner.</p> <p>Understand why you are writing</p> <p>Understand for whom you are writing</p> <p>Understand the writing types (e.g. , opinion, informative, narrative)</p> <p>Understand purposes for writing such as: writing to persuade, to inform, and to entertain</p> <p>Recognize and use organizational structures such as: chronological order, cause and effect, etc</p>	<p>Letter Printable Opinion Printable Summary Printable Cause and Effect Printable Narrative Printable Persuade Printable</p>
<p>CCR Writing Anchor Standard 5: Develop and</p>	<p>Use of graphic organizers, thinking maps, webs,</p>	<p>Graphic Organizer Printable</p>

strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	editing,	
CCR Writing Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<p>Have basic keyboarding skills</p> <p>Know how to use the following toolbar functions: bold, underline, font style, font size, set margins, page orientation</p> <p>Have a system for saving and storing work until it is ready for publishing</p> <p>Know and use Internet tools such as: search engines, spell and grammar check</p> <p>Use programs such as Word, PowerPoint</p> <p>Know and use print commands</p>	<p>Google images to find pictures from Main Idea cars</p> <p>Search Youtube to find Videos related to the area of study</p> <p>As a class look at the findings from a search and determine which link is most likely to have what you are looking for</p> <p>Use the computer on a regular basis to find pictures and information related to your book.</p> <p>Type words</p> <p>Use Word to answer questions</p> <p>Use Word for Writing Assignments</p>
CCR Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	<p>Edit Written Assignments.</p> <p>Instruction: Provide guidance as to the meaning of the marks placed on the paper.</p>
CCR Writing Anchor Standard 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.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>Instruction: Discuss information that the class has gathered from the book, Presentations, Videos, etc. and as a class write about the topic together.</p> <p>Graphic Organizer Printable</p>
CCR Writing Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Reflect on a fact found in the lesson	Reflection Printable

CCR Writing Anchor Standard 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.	Revisit written assignments to see if more could be added.	Any written assignment
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