NEW YORK STATE NEXT GENERATION LEARNING STANDARDS -**ALIGNMENT**

The overarching goal of Short, Short, BIG is to teach students how to achieve the goals of:

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.

As they progress through the program, students will also get support on, and work toward the goals of, other ELA standards including:

WRITING ANCHOR STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

READING ANCHOR STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats.

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.

LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LANGUAGE ANCHOR STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

SPEAKING AND LISTENING ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

SPEAKING AND LISTENING ANCHOR STANDARD 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SPEAKING AND LISTENING ANCHOR STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS alignment - CLAIM IT

TG page	Lesson description or title	Main standards addressed
5-9	What it Means to Lay Claim to a Text (Student worktext: activity) Read jokes/Rate jokes	SPEAKING AND LISTENING ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. SPEAKING AND LISTENING ANCHOR STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
10-13	READING STRATEGY - Visualization: The Mind's Eye (Student worktext: activity) The Joke in My Head (Student worktext: activity) The Text in My Head	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
14-17	What's Your Point? (Student worktext: activity) What's Your Point?	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). SPEAKING AND LISTENING ANCHOR STANDARD 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
18-19	How Well Do Students Make Claims? (Student worktext: activity) Claim it!	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. 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.
20-21	Introducing Claims (Student worktext: information) What is a claim?	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. 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.

22-24	Identifying Claims (and Differentiating them from Statements) (Student worktext: activity) Identifying Claims	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. 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.
25-26	Statement or Claim? (Student worktext: read this text) GRIZZLIES: THE COOLEST BEARS (Student worktext: activity) Statements or Claims Graphic Organizer	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. READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
29-31	Make 5 Claims (Student worktext: activity) Make 5 Claims	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.
32-34	P-Q-A Putting the Question in the Answer (Student worktext: information) Put the Question in the Answer	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. LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
35-37	Re-Write 5 Claims Using P-Q-A (Student worktext: activity) Re-write Your 5 Claims	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
38-40	The Best Way to P-Q-A (Student worktext: information and activity) The Best Way to P-Q-A	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. LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

41-42	Silly Questions (Student worktext: activity) 5 Silly Questions	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. LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
43-45	READING STRATEGY - Survey the Text (Student worktext: read this infographic) SKYSCRAPERS (Student worktext: reading strategy) Reading Strategy	Survey the Text (Student worktext: activity) P-Q-A Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. 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.
49-52	READING STRATEGY - Question the Text (Student worktext: read this text) WORLD CUP SOCCER (Student worktext: reading strategy) Reading Strategy	Question: Reading with Intent (Student worktext: activity) P-Q-A Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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.
53-55	P-Q-A Practice with an Infographic (Student worktext: read this text) THE F-18 HORNET (Student worktext activity) P-Q-A Practice	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 READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. 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.

56-61	Honing in on Highly Reasonable Claims (Student worktext: information) Highly Reasonable Claims (Student worktext: read this text) INNOCENT UNTIL PROVEN GUILTY? (Student worktext: reading strategy) Reading Strategy | Survey the Text Practice (Student worktext: activity) Highly Reasonable Claims	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 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. LANGUAGE ANCHOR STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
62-64	READING STRATEGY - Read and Respond to the Text (Student worktext: read this text) WORKING DOGS (Student worktext: reading strategy) Reading Strategy | Notes to Self	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.
65-71	Honing in on Richly Expressed Claims (Student worktext: information) Richly Expressed Claims (Student worktext: activity) Richly Expressed Claims	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. LANGUAGE ANCHOR STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
72-79	Honing in on Well-Written Claims (Student worktext: information) Well-Written Claims (Student worktext: read this text) I'M POSITIVE ALIEN LIFE EXISTS IN OUTER SPACE (Student worktext: activity) Well-Written Claims (Student worktext: information) Basic Editing Checklist and Subject Verb Agreement	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

TG page	Lesson description or title	Main standards addressed
80-83	Convert into Well-Written Claims Activity (Student worktext: read this text) FOR THE WIN (Student worktext: activity) Convert into Well-Written Claims (Student worktext: activity) Make a Claim!	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing
84-87	GOLD STANDARD: CLAIM IT! (Student worktext: read this text) DANGEROUS JOBS IN ENTERTAINMENT (Student worktext: activity) GOLD STANDARD: CLAIM IT!	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.
88-91	READING STRATEGY - Reflect on Reading (Student worktext: reading strategy) Reading Strategy | Reflection Questions	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS alignment - CITE IT

TG page	Lesson description or title	Main standards addressed
92-94	How Well Do Students Cite Evidence to Support Their Claims? (Student worktext: read this text) THE WHITE HOUSE: SECRETS AND SURPRISES (Student worktext: activity) Cite it!	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 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
95-98	What it Means to Cite Evidence (Student worktext: information) What Does It Mean to Cite Evidence?	SPEAKING AND LISTENING ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. SPEAKING AND LISTENING ANCHOR STANDARD 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SPEAKING AND LISTENING ANCHOR STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
99	Color-Coding Short Writes (Student worktext: information) Strong Evidence vs. Weak Evidence (Student worktext: information) SIDE NOTE: Color Coding	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.

100-101	Evaluating Evidence (Student worktext: activity) Evaluating Evidence	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 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.
102-104	Make a Claim, Provide Evidence (Student worktext: activity) Make a Claim, Provide Evidence	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.
105-108	READING STRATEGY - Check Your Reading Tool Kit! (Student worktext: activity) Check your Reading Tool Kit!	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. SPEAKING AND LISTENING ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
109-112	Citing Evidence (Student worktext: read this text) INCREDIBLE COMEBACKS (Student worktext activity) Cite It! Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
113-116	Citing Evidence with Gradual Release of Responsibility (Student worktext: read this text) THE INVENTOR OF OCULUS (Student worktext activity) Cite It! Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

117-120	Citing Evidence with Writing Convention (Student worktext: read this text) ANIMAL ATTACKS (Student worktext activity) Cite It! Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
121-125	How to Quote It (Student worktext: information) Quote It (Student worktext: reread this text) INCREDIBLE COMEBACKS (Student worktext activity) Cite Textual Evidence Using Direct Quotations	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
126-129	Citing Evidence Using Direct Quotations with Punctuation Convention (Student worktext: reread this text) THE INVENTOR OF OCULUS (Student worktext activity) Cite Textual Evidence Using Direct Quotations	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

130-135	How to Paraphrase It (Student worktext: information) Paraphrase It (Student worktext: reread this text) ANIMAL ATTACKS (Student worktext activity) Cite Textual Evidence By Paraphrasing	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. WRITING ANCHOR STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
136-138	Model starters you can use to help Cite It! (Student worktext: information) Model Starters	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
139-144	Citing Evidence Using Model Starters (Student worktext: read this text) SURVIVAL IN OUTER SPACE (Student worktext activity) Cite Textual Evidence with Model Starters (Student worktext: read this infographic) INDUSTRIAL ROBOTS WORLDWIDE (Student worktext activity) Cite Textual Evidence with Model Starters	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. READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
145-150	Claim It! (with P-Q-A) and Cite It! (with a Model Starter) (Student worktext: read this text) BECOMING A PROFESSIONAL GAMER (Student worktext activity) Claim It! Cite It! with P-Q-A and Model Starters (Student worktext: read this infographic) GLOBAL AUDIENCE GROWTH (Student worktext activity) Claim It! Cite It! with P-Q-A and Model Starters	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

151-156	Honing in on Citing Relevant Evidence (Student worktext: information) Citing Relevant Evidence (Student worktext: read this text) BEHIND THE SCENES AT THE WHITE HOUSE (Student worktext activity) Citing Relevant Evidence	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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. SPEAKING AND LISTENING ANCHOR STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
157-162	Honing in on Citing Strong Evidence (Student worktext: information) Citing Strong Evidence (Student worktext: read this text) BORN TO RUN (Student worktext activity) Citing Strong Evidence	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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.
163-168	Honing in on Citing Accurate Evidence (Student worktext: information) Citing Accurate Evidence (Student worktext: read this text) PREDATORS AND PREY (Student worktext activity) Citing Accurate Evidence	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. READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. 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.

TG page	Lesson description or title	Main standards addressed
169-172	MINI-GOLD STANDARD: CITE IT! (Student worktext: read this text) TEACHERS IN THE AIR (Student worktext activity) Make a Claim and Cite One Piece of Textual Evidence	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.
173-177	Citing a Second Piece of Textual Evidence (Student worktext: information) Citing Two Pieces of Textual Evidence (Student worktext: read this text) NIGHT OF BROKEN GLASS (Student worktext activity) Citing Two Pieces of Textual Evidence Practice	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 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.
178-181	Citing Two Pieces of Textual Evidence (Student worktext: read this text) EAGER TO PLEASE (Student worktext activity) Citing Two Pieces of Textual Evidence Practice	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 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.
182-185	GOLD STANDARD: CITE IT! (Student worktext: read this text) DANGER IN THE SHALLOWS (Student worktext activity) Citing Two Pieces of Textual Evidence	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.

NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS alignment - CEMENT IT

TG page	Lesson description or title	Main standards addressed
186-189	How Well Do Students Cement Their Short Responses? (Student worktext: read this text) THE BLUE ANGELS (Student worktext: activity) Cement it!	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 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.
190-194	What it Means to Cement a Short Write (Student worktext: information) What Does It Mean to Cement a Short Write? (Student worktext: information) Wait! Tell me more about the word "cement." (Student worktext: information) The Writer's Rule of Three	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. 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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

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195-197	Evaluating Cement It! Conclusions (Student worktext: activity) Evaluating Cement It! Conclusions	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 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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
198-201	Well-Reasoned Conclusions (Student worktext: read this text) BEWARE OF BITERS (Student worktext: activity) Well-Reasoned Conclusions	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. 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.
202-203	READING STRATEGY - Don't Forget Your Reading Tool Kit!	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text SPEAKING AND LISTENING ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
204-207	Well-Reasoned Conclusions Practice (Student worktext: read this text) OLYMPIC GAMES THEN AND NOW (Student worktext: activity) Well-Reasoned Conclusions Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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.

208-211	Well-Reasoned Conclusions (Infographic) (Student worktext: read this infographic) THE TRUE COST OF HOSTING THE OLYMPICS (Student worktext: activity) Well-Reasoned Conclusions Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. 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.
212-215	Model starters you can use to help Cement It! (Student worktext: information) Model Starters	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
216-223	Writing Conclusions Using Model Starters (Student worktext: reread this text) BEWARE OF BITERS (Student worktext: activity) Rewrite Conclusions Using Model Starters (Student worktext: reread this text) OLYMPIC GAMES THEN AND NOW (Student worktext: activity) Rewrite Conclusions Using Model Starters (Student worktext: reread this text) THE TRUE COST OF HOSTING THE OLYMPICS (Student worktext: activity) Rewrite Conclusions Using Model Starters	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking
224-227	Well-Reasoned Conclusions with Model Starters (Student worktext: read this text) SUPERBUGS (Student worktext: activity) Well-Reasoned Conclusions with Model Starters	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 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 LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking

228-231	Well-Reasoned Conclusions with Model Starters (Infographic) (Student worktext: read this infographic) WORLD SERIES DROUGHTS (Student worktext: activity) Well-Reasoned Conclusions with Model Starters	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text READING ANCHOR STANDARD 7: Integrate and evaluate content presented in diverse media and formats. 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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
232-237	Honing in on Cementing a Well-Reasoned Conclusion (Student worktext: information) Cement It with a Well-Reasoned Conclusion (Student worktext: read this text) ESPORTS (Student worktext: activity) Identifying a Well-Reasoned Conclusion	READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 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. 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.
238-243	Honing in on Cementing a Conclusive Conclusion (Student worktext: information) Cement It with a Conclusive Conclusion (Student worktext: read this text) ANDROIDS AND ROBOTS (Student worktext: activity) Identifying a Conclusive Conclusion	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 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.

244-249	Honing in on Crafting a Presentable Short Write (Proofreading) (Student worktext: information) Cement It with a Presentable Conclusion (Student worktext: read this text) WOMEN IN COMBAT (Student worktext: activity) Crafting a Presentable Short Write	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. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. LANGUAGE ANCHOR STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
250-253	MINI-GOLD STANDARD: CEMENT IT! (Student worktext: read this text) FEATS OF COURAGE (Student worktext activity) Compose A Complete Short Response (Citing One Piece of Evidence)	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.
254-257	Cite a Second Piece of Textual Evidence then Cement It! (Student worktext: read this text) NAVAJO CODE TALKERS (Student worktext activity) Cite a Second Piece of Textual Evidence then Cement It!	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
258-261	Cite a Second Piece of Textual Evidence then Cement It! Practice (Student worktext: read this text) THE SECRET PROJECT OF CHESTER NEZ (Student worktext activity) Cite a Second Piece of Textual Evidence then Cement It! Practice	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 READING ANCHOR STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. LANGUAGE ANCHOR STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
262-265	GOLD STANDARD: CEMENT IT! (Student worktext: read this text) SOCCER NATIONS (Student worktext activity) Compose Two Short Responses (Citing Two pieces of Evidence in Each)	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.

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