

Transfer Goals for English Language Arts

From CCSS E/LA INTRO: Students can demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; come to understand others perspectives and cultures

	Transfer Goals
Reading <i>Informational Text, Literature, Foundational Skills,</i>	T1: I can read and make meaning from text. T2: I can use the text to support my thinking about what I read.
Writing	T3: I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it. T4: I can select and use important details to support my writing.
Speaking and Listening	T5: I can share, listen, and respond to better understand a topic, point of view, or an idea. T6: I can collaborate with others to accomplish a goal.
Language	

Unpacking CCSS Anchor Standards for Writing

WRITING LONG-TERM TRANSFER GOALS I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it. I can select and use important details to support my writing.		
STANDARDS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p style="text-align: center;">Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>U1 Writers choose structures, techniques, and language to elicit an intended response from the reader. (1,2,3)</p> <p>U2 Writers support and elaborate on their ideas/claims to evoke a feeling, a mood, and relay information with description and details. (1,2,3)</p>	<ul style="list-style-type: none"> ● Q1: (Gr. 5+) How does my audience and purpose influence what I write and the way I write it? (1,2,3) ● Q2: How do I develop and share my idea(s)?(1,2,3) ● Q3: What details are important to support / grow my ideas?(1,2,3)
<p style="text-align: center;">Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>U3 Writers are deliberate and thoughtful as they develop and strengthen writing. (5)</p> <p>U4 Writers use their knowledge of audience and purpose to</p>	<ul style="list-style-type: none"> ● Q4: How do I work (and rework) my writing to help my readers understand what I mean? (4, 5) ● Q5: How do I reach a broader audience to share my ideas?

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>shape the structure, language, and style of their writing. (4, 5)</p> <p>U5 Writers choose structures, techniques, and language to elicit an intended response from the reader. (4)</p> <p>U6 Writers harness the power of technology to express their point of view, share creations, and communicate explanations for others to see and possibly interact with. (6)</p>	<p>(Gr. 3+) How does seeing the response to my ideas help me develop / reconsider my approach/point of view? (4,6) *NOTE primary grades can use more grade appropriate terms</p> <ul style="list-style-type: none"> ● Q6: How does the reaction to my ideas help me develop and/or strengthen my writing or (5+) reconsider my approach/point of view? (5) ● Q7: What are my strengths as a writer? How can I continue to grow as a writer? (4,5,6)
<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. (STARTS INDEPENDENTLY IN GRADE 4) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>U7 Researchers continually ask questions to drive their work about a topic. (7)</p> <p>U8 Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal. (7,8,9)</p> <p>U9 Researchers give credit to sources they directly use as well as those that influence their writing. (8)</p>	<ul style="list-style-type: none"> ● Q8: What research questions are important to ask? What is worth investigating further? (7) ● Q9: How do I find the information I'm looking for? (ADD in Grade 5+) How do I know this source can be trusted? (8) ● Q10: How do I put my information together for my readers to understand it? (7,8,9) ● Q11: How do I give credit to information/ideas that are not my own? (ADD starting in Gr. 5+) How does it help make my writing stronger? (8,9) ● What are my strengths as a writer? How can I continue to grow as a writer? (8) ● How do I work (and rework) my writing? (8, 9)

<p>Language <i>Conventions of standard English</i> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Knowledge of language</i> 3. Apply knowledge of language to understand how language functions REin different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p><i>Vocabulary Acquisition and Use</i> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or</p>	<p>U10 Writers adhere to conventions to produce writing that is understandable and credible.</p>	<ul style="list-style-type: none"> ● Q12: How do I communicate clearly?
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phrase important to comprehension or expression.		
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Unpacking CCSS Anchor Standards for Reading

READING LONG-TERM TRANSFER GOALS I can read and make meaning from text. I can use the text to support my thinking about what I read.		
STANDARDS	UNDERSTANDINGS	ESSENTIAL QUESTIONS <i>Red indicates repeated EQs</i>
<p>Key Ideas and Details:</p> <p>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.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p>U11 The strength of an inference, prediction, or conclusion is grounded in the quality and scope of textual evidence. (1)</p> <p>U12 There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table. (1,2,3)</p> <p>U13 Readers examine how ideas/themes develop over the course of text through characterization, plot, and mood. (2,3) NOTE: Themes start in Grade 4; mood starts in Grade 3.</p>	<ul style="list-style-type: none"> ● Q13: What strategies am I using to make meaning of a text? (1,2,3) ● Q14: (K-2) How do details help me figure out what the text is really about? (Gr. 3-12) What do I think this text is really about? How do I use details/textual evidence throughout the text to support my thinking?(1,2,3)
<p>Craft and Structure:</p>	<p>U14 Readers analyze the</p>	<ul style="list-style-type: none"> ● Q15: How do the choices the author makes affect/impact my reading

<p>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.</p> <p>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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>deliberate structural and/or craft choices an author makes in order to communicate an idea and/or to evoke a response from the reader. (4,5,6)</p>	<p>experience/understanding of the text? (4,5,6)</p> <ul style="list-style-type: none"> • What strategies am I using to make meaning of a text? (6)
<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p>	<p>U15 Readers evaluate and synthesize information presented in a variety of ways to build knowledge. (7)</p> <p>U16 Readers evaluate an argument based on the clarity of the point/claim, logic of the reasoning, and strength of evidence. (8)</p> <p>U17 Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge. (9)</p>	<ul style="list-style-type: none"> • Q16: How do I use multiple sources to build/deepen/revise my understanding of a topic/idea/theme? (7,9) • Q17: What makes a strong opinion/argument?(8) • Q18: (K-5) What does the author want me to believe? How does the author try to convince me? (ADD Gr. 6-12) To what extent is this argument convincing?(8) • What strategies am I using to make meaning of a text? (7, 8, 9)
<p>Range of Reading and Level of Text Complexity:</p>	<p>U18 Fluency leads readers to the comprehension of increasingly challenging texts. (10)</p>	<ul style="list-style-type: none"> • What strategies am I using to make meaning of a text? (10)

10. Read and comprehend complex literary and informational texts independently and proficiently.	U19 Reader’s depth of reading experience can potentially expand one’s knowledge base. (10)	<ul style="list-style-type: none"> ● Q19: How do I grow as a reader?(10)
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Unpacking CCSS Anchor Standards for Speaking and Listening

SPEAKING AND LISTENING LONG-TERM TRANSFER GOALS <i>I can share, listen, and respond to better understand a topic, point of view, or an idea.</i> <i>I can collaborate with others to accomplish a goal.</i>		
STANDARDS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 	<p>U20 Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan. (1,2)</p> <p>U21 Effective listeners evaluate both what is being said and how it is being said to inform thinking.(2,3)</p>	<ul style="list-style-type: none"> ● Q20: What is our goal? How am I contributing to meet that goal? (1,2,3) ● Q21: What is this person saying (CONTENT)? (Gr. K-2)How is this person saying it (TONE, EXPRESSION, TECHNIQUE)? OR (Gr. 3+) How is it being expressed (TONE, EXPRESSION, TECHNIQUE)? Do I agree or disagree? How do I respond? (2,3) ● Q22: How do we develop our ideas (e.g., change, build, confirm, clarify)? What am I learning from our collaboration/ conversation/ presentation?(2,3) <ul style="list-style-type: none"> ○ Q22a: What am I learning from our collaboration/conv ersation/presentati on? (1)

		<ul style="list-style-type: none"> How do I develop and share my ideas? (1, 2, 3)
<p>Presentation of Knowledge and Ideas:</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>U22</p> <p>Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience. (4,5,6)</p>	<ul style="list-style-type: none"> Q23: How do I design and share information? How do I know if it was/is understood? (4,5,6) How do I develop and share my ideas? (4)

Unpacking CCSS Anchor Standards for Language

LANGUAGE LONG-TERM TRANSFER GOALS		
STANDARDS	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		

<p>Knowledge of Language</p> <p>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.</p>		
<p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>		