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There are several things one can do now to prepare for the college application process, including focusing on grades by getting a tutor, joining extracurricular activities, getting a partAI-enhanced title and description This article gives some advice and a suggested overall approach to undertake an information security risk assessment. This approach can be used by organisations to do information security risk assessments even if they have never heard of or want anything to do with ISO27001. Perhaps they need to do one for PCI DSS or for SOC 2. Or perhaps they just want to use the management technique of risk management to help them improve the likelihood of them meeting business objectives. It is really too big a topic for a single article like this but it might give you the basic idea. However, there is a lot more to doing information security risk assessments and meeting the requirements of ISO27001 than is covered in this article. I have given some links at the end of this article that may also be helpful, as might ISO27005:2022. Note that there are lots and lots of different techniques and methodologies available to manage risks. ISO27001 defines a reasonable minimum number of things that need to be done but leaves a lot open for you to choose. What is described below meets the basic requirements of clauses 6.1.2 and 6.1.3 of both ISO27001:2013 and ISO27001:2022. It also very closely aligns to that given in ISO27005:2022 which is guidance on Information Security Risk Management. (It should align because I was a contributor to the content of the 2022 version of ISO27005). What is even more important is that if you carefully follow the basic approach outlined this article it should help you make decisions about the management of your information security risks. What is even more important than that is that it should help reduce the likelihood of bad things happening to your information. It does not cover 6.1.1 about risks and opportunities to the ISMS. This is covered in this article. Before we get going on this it is worthwhile bearing in mind that risk management/risk assessment is simply a management technique to help you make business decisions. Like all management techniques, sometimes it works better than others and sometimes it does not necessarily help you very much. It is also the case that getting expert help can improve the effectiveness of the technique as of course can practice. For the risk techies reading this please note that this approach uses a qualitative event based approach. The top level introductory approach to risk management. As a starter, below is a very high level approach that does not meet the requirements of ISO27001 but is nonetheless the basic principle of how to manage risks. 1 Identify and list out your risks. A risk is a bad thing that might or might not happen to the information. Typical examples are things like Our data is hacked and published on the internet. You might have perhaps 10 to 30 such risks. 2) Ask yourself Am I happy that I am managing all these risks well enough?. To put it another way, can I sleep soundly knowing that I have done all that is reasonable with respect to these risks? 3) If the answer is yes then great. You can stop thinking about these risks but just make sure that you check statement two frequently because things change! 4) If the answer is no then do something to help manage the risks better. Then go to step two. I.e. all you are doing is working on your risks until you are happy with them and then checking this is still true on an ongoing basis. Simple really although this is not quite good enough to meet the requirements of ISO27001. A slightly more detailed approach to risk management. Suitably documented and followed, the high level approach below meets the requirements of ISO27001. But as I have already said, this is not the whole story about how to do risk assessments. Have a think about how much risk you are prepared to take on a scale of 1 to 25. Where 1 is that you dont want to take any risks and 25 means you dont care however many bad things happen to your information and how bad they are i.e. you are a big risk taker. Nobody has a value at these extremes but for example a small start-up will have a higher value than a well-established very large company. Call this number is called your risk criteria or risk appetite. This is the core of requirement 6.1.2 a) Identify and list out your risks. I.e. what are the bad things that might or might not happen to the information in the scope of your ISMS. There are lots of techniques for doing this but the simplest and quickest is to hold meetings (risk workshops) with the main/senior people in the organisation and ask them things like What bad things could happen to the information in the company, and What keeps you awake at night. Dont get carried away with this. You might have perhaps 10 to 30 such risks. This is the core of requirement 6.1.2 c) 1) Then, for each risk, taking into account everything you know about the risk as of today: 1) Assign a risk owner who can make decisions about the risk. This needs to be someone quite senior. This is requirement 6.1.2 c) 2) 2) Think about and list out the things you currently have in place that are helping manage this risk notably are a) detecting that it is has happened, or b) making it less likely to happen or c) dealing with it if it does happen. In the jargon these are the existing controls. This is things like Anti malware, Access control, Annual Information Security Training, Business Continuity Plan, etc, etc. There are potentially lots of these. If there are some of these that you already have but dont think are necessary to manage the risk then dont include them in the list. I.e. only include necessary controls. 3) Assess the consequence/impact on the business if this bad thing did actually happen on a scale of 1 to 5 where 1 is negligible and 5 is catastrophic. This is requirement 6.1.2 d) 1) 4) Assess how likely the risk is to happen on a scale of 1 to 5 where 1 is very unlikely and 5 is pretty certain. This is requirement 6.1.2 d) 2) 5) Multiply these two values together to get a risk level score between 1 and 25. This is requirement 6.1.2 d) 3) 6) If this risk level is less than or equal to the risk appetite defined earlier then great. You are happy with this risk. You do not need to do anything more with this risk but just make sure that you repeat steps 3 to 8 frequently to make sure all is still OK. 7) If this risk level is greater than the risk appetite but you still think you have done as much as you can or want to for the risk then OK. You are happy with this risk even though its score is a bit high. You do not need to do anything more with this risk but just make sure that you repeat steps 3 to 8 frequently to make sure all is still OK. In the jargon you are accepting the risk. 8) If this risk level is greater than the risk appetite and you want to get the risk score down then work out what you need to do to get the risk score lower. What you would typically do is improve some of the existing controls or implement some new controls. Usually this would lower the likelihood value. Steps 6, 7 and 8 are the core of requirements 6.1.2 e) 1) and 6.1.3 a) and 6.1.3 b) 9) Do/implement whatever you worked out in Step 8 and then go to Step 3 to see if the risk is now within the risk appetite or you need to do any more to get the risk score down. This is requirement 8.3. I.e. all you are doing is working on your risks until you are happy with them and then checking an ongoing basis that all is still well. You will need to record the results of this. This article gives some guidance about how to do this. After you have implemented the controls they are still important because if they are not working properly on an ongoing basis then your likelihood and/or impact could go up and your risk could exceed your risk appetite. I.e. the controls are the things that help make sure that the risk is being managed properly on an ongoing basis. This is what clause 9 and 10.1 of ISO27001 are mostly about. Above is the essence of what you need to do to meet the main requirements 6.1.2 and 6.1.3 of ISO27001. However, ISO27001 requires a few other bits and pieces needed, for example: You need a document that describes your process. Perhaps a page or so based on the above. This is requirement 6.1.3 first sentence. You need to explain how you have prioritised the risk improvements plan actions. This is usually just something simple like We prioritise the risk improvements based on their score and the cost and complexity to implement the improvements. This is requirement 6.1.2 e) 2) As a quality check you have to do a cross check of your risk assessment controls with Annex A of ISO27001 to see if you may have accidentally missed something. This is requirement 6.1.3 c). This is covered in this article. You have to produce a slightly annoying document called the Statement of Applicability (SOA) but its content is really just an extract of what is in the risk assessment and the risk improvement plan. There is more about the SOA in here. SOA This is requirement 6.1.3 d) You need to get a formal record (e.g. an email or minutes of a meeting) from each of the risk owners saying that they agree with what the risk assessment says about their risks. This should say something like "I approve the information security risk treatment plan and acceptance of the residual information security risks for my risks". This is requirement 6.1.3 f). That is just about it although a lot of people seem to make it so much more complicated than this. I have a number of other articles covering various aspects of this in more detail, for example: How to determine/choose controls and the levels of controls. How to check that your risk assessment is OK. How to use and not use Annex A. Final thought Remember that doing this risk management stuff is to help you make decisions about information security. If it is not helping you do this then there may be something amiss with the way you are approaching it. The organization defines and applies an information security risk treatment process.Implementation GuidelineInformation security risk treatment is that the overall process of choosing risk treatment options, determining appropriate controls to implement such options, formulating a risk treatment plan and obtaining approval of the Risk treatment plan by the Risk owner(s).All steps of the knowledge security risk treatment process also because the results of its application are retained by the organization as documented information.Information security risk treatment options Risk treatment options are:Avoiding the Risk by deciding to not start or continue with the activity that provides rise to the Risk or by removing the Risk source (e.g. closing an e-commerce portal);Taking additional risk or increasing risk so as to pursue a business opportunity (e.g. opening an e-commerce portal);Modifying the Risk by changing the likelihood (e.g. reducing vulnerabilities) or the results (e.g. diversifying assets) or both;Sharing the Risk with other parties by insurance, sub-contracting or risk financing; andRetaining the Risk supported the Risk acceptance criteria or by informed decision (e.g. maintaining the prevailing e-commerce portal because it is).Each individual risk should be treated in line with information security objectives by one or more of those options, so as to satisfy risk acceptance criteria.Determining necessary controls Special attention should tend to the determination of the required information security controls. Any control should be determined supported information security risks previously assessed. If a corporation features a poor information security risk assessment, its a poor foundation for its choice of data security controls.Appropriate control determination ensures:All necessary controls are included, and no unnecessary controls are chosen; andThe planning of necessary controls satisfies an appropriate breadth and depth.As a consequence of a poor choice of controls, the proposed information security risk treatment can be:Ineffective;Inefficient and thus inappropriately expensive.To ensure that information security risk treatment is effective and efficient, its therefore important to be ready to demonstrate the connection from the required controls back to the results of the Risk assessment and risk treatment processes. It is often necessary to use multiple controls to realize the specified treatment of the knowledge security risk for instance , if the choice to vary the results of a specific event is chosen, it may require controls to effect prompt detection of the event also as controls to reply to and recover from the event.When determining controls, the organization should also take under consideration controls needed for services from outside suppliers of e.g. applications, processes and functions. Typically, these controls are mandated by entering information security requirements within the agreements with these suppliers, including ways to urge information close to which extent these requirements are met (e.g. right of audit). There could also be situations where the organization wishes to work out and describe detailed controls as being a part of its own ISMS albeit the controls are administered by outside suppliers. Independently of the approach taken, the organization always should consider controls needed at their suppliers when determining controls for its ISMS.Also Read : ISO 27001 Clause 8.1, Clause 8.2, Clause 8.3 Operational planning & controlRelated Product : ISO 27001 Lead Auditor Training And Certification ISMSComparing controls with those in ISO/IEC 27001:2013,Annex A ISO/IEC 27001:2013, Annex A contains a comprehensive list of control objectives and controls. Users of this document are directed to the generic representation of controls in ISO/IEC 27001:2013, Annex A to make sure that no necessary controls are overlooked. Comparison with ISO/IEC 27001:2013, Annex A also can identify alternative controls to those determined in which may be simpler at modifying information security risk. Control objectives are implicitly included within the controls chosen. The control objectives and controls listed in ISO/IEC 27001:2013, Annex A arent exhaustive and extra control objectives and controls should be added as required.Not every control within ISO/IEC 27001:2013, Annex A must be included. Any control within ISO/IEC 27001:2013, Annex A that doesnt contribute to modifying risk should be excluded and justification for the exclusion should tend.Producing a Statement of Applicability (SoA)The SoA contains:Justification for including an impact partially relies on the effect of the control in modifying an information security risk. A regard to information security risk assessment results and therefore the information security risk treatment plan should be sufficient, alongside the knowledge security risk modification expected by the implementation of necessary controls.Justification for excluding an impact contained within ISO/IEC 27001:2013, Annex A can include the following:Its been determined that the control isnt necessary to implement the chosen information security risk treatment option(s);The control isnt applicable because its outside the scope of the ISMS (e.g. ISO/IEC 27001:2013,Outsourced development isnt applicable if all the organizations system development is performed in-house)Its obviated by a custom control (e.g. in ISO/IEC 27001:2013 management of removable media might be excluded if a custom control prevents the utilization of removable media).NOTE A custom control may be a control not included in ISO/IEC 27001:2013, Annex A.A useful SoA are often produced as a table containing all 114 controls of ISO/IEC 27001:2013, Annex A along the rows plus rows with the extra controls that arent mentioned in ISO/IEC 27001:2013, Annex A, if needed. One column of the table can indicate whether an impact is important to implement the Risk treatment option(s) or are often excluded. A next column can contain the justification for inclusion or exclusion of an impact. a final column of the table can indicate the present implementation status of the control. Further columns are often used, like for details not required by ISO/IEC 27001 but usually useful for subsequent reviews; these details are often a more detailed description of how the control is implemented or a cross-reference to a more detailed description and documented information or policies relevant for implementing the control.Although its not a selected requirement of ISO/IEC 27001, organizations can find it useful to incorporate responsibilities for the operation of every control included within the SoA.Formulating an information security risk treatment plan ISO/IEC 27001 doesnt specify a structure or content for the knowledge security risk treatment plan.Thus the plan should document for every treated risk:Selected treatment option(s);Necessary control(s); andImplementation status.Risk owner(s);Expected residual risk after the implementation of actions.If any action is required by the Risk treatment plan, then it should be planned indicating responsibilities and deadlines such an action plans are often represented by an inventory of those actions.A useful information security risk treatment plans are often designed as a table sorted by risks identified during the Risk assessment, showing all the determined controls. As an example, there are often columns during this table which indicate the names of the persons liable for providing the controls. Further columns can indicate the date of implementation of the control, information about how the control (or a process) is meant to work and a column about the target implementation status.As an example for a part of the Risk treatment process, consider the theft of a mobile.The results are loss of availability and potential undesirable disclosure of data. If the assessment of the Risk showed that the extent of risk is out of acceptance, the organization can plan to change the likelihood, or change the results of the Risk .To change the likelihood of loss or theft of a mobile , the organization can determine that a suitable control is to oblige employees through a mobile device policy to require care of mobile phones and periodically check for loss.To change the consequence of loss or theft of a mobile, the organization can determine controls such as:An event management process so users can report the loss;A Mobile Device Management (MDM) solution to delete the content of the phone if lost; andA backup plan of mobile devices for recovering the phones content.When preparing its SoA, the organization can include its chosen controls (mobile device policy and MDM), justifying their inclusion supported their effects of changing the likelihood and consequences of mobile loss or theft, leading to reduced residual risk.Comparing these controls with those listed in ISO/IEC 27001:2013, Annex A, it is often seen that the mobile device policy is aligned with ISO/IEC 27001:2013, A.6.2.1, but the MDM control doesnt directly align and will be considered as a further custom control. If MDM and other controls are determined as necessary control(s) in an organizations information security risk treatment plan, they ought to be included within the SoA (see Guidance on producing an SoA .If the organization wants to further reduce the Risk, it can consider from ISO/IEC 27001:2013(access control policy) that it lacked control of access to mobile phones and modify its mobile device policy to mandate the utilization of PINs on all mobile phones. this could then be an extra control to vary the results of loss or theft of mobile phones.When formulating its information security risk treatment plan, the organization should then include actions to implement mobile device policy and MDM and assign responsibilities and time frames.Obtaining risk owners approval When the knowledge security risk treatment plan is formulated, the organization should obtain the authorization from the Risk owners. Such authorization should be supported defined risk acceptance criteria or justified concession if theres any deviance from them. Through its management processes the organization should record the Risk owners acceptance of the residual risk and management approval of the plan.As an example, this risk owners approvals are often documented by amending the Risk treatment plan described under guidance on by columns indicating the effectiveness of the control, the residual risk, and therefore the risk owners approval.Questions related to this topicHow would you implement ISO 27001 in an organization?What are the ISO 27001 controls?How many controls are there in ISO 27001?What are the 14 domains of ISO 27001?ISO 27001Requirements Clause4.1 Understanding the organization and its context ISO 27001 Annex A Controls AnnexA.5 Information Security PoliciesAnnexA.6 Organization of Information SecurityAnnexA.6.2 Mobile Devices and TeleworkingAnnexA.7 Human Resource SecurityAnnexA.7.2 During EmploymentAnnexA.7.3 Termination and Change of EmploymentAnnexA.8 Asset ManagementAnnexA.8.1.3 Acceptable Use of Assets & A.8.1.4 Return of AssetsAnnexA.8.2 Information ClassificationAnnexA.8.2.2 Labeling of Information & A.8.2.3 Handling of AssetsAnnexA.8.3 Media HandlingAnnexA.9 Access ControlAnnexA.9.1.2 Access to Networks and Network ServicesAnnexA.9.2 User Access ManagementAnnexA.9.2.3 Management of Privileged Access RightsAnnexA.9.2.4 Management of Secret Authentication Information of UsersAnnexA.9.2.5 Review of User Access RightsAnnexA.9.2.6 Removal or Adjustment of Access RightsAnnexA.9.3 User ResponsibilitiesAnnexA.9.4 System and Application Access ControlAnnexA.9.4.4 Use of Privileged Utility ProgramsAnnexA.9.4.5 Access Control to Program Source CodeAnnexA.10 CryptographyAnnexA.11 Physical and Environmental SecurityAnnexA.11.2 EquipmentAnnexA.11.1.3 Securing Offices, Rooms and FacilitiesAnnexA.11.1.4 Protecting Against External and Environmental ThreatsAnnexA.11.1.5 Working in Secure AreasAnnexA.11.1.6 Delivery and Loading AreasAnnex A.11.2.4 Equipment MaintenanceAnnex A.11.2.5 Removal of AssetsAnnex A.11.2.6 Security of Kit and Assets Off-PremisesAnnex A.11.2.7 Secure Disposal or Re-use of EquipmentAnnex A.11.2.8 Unattended User EquipmentAnnex A.11.2.9 Clear Desk and Clear Screen PolicyAnnex A.12 Operations SecurityAnnex A.12.2 Protection from MalwareAnnex A.12.3 BackupAnnex A.12.4 Logging and MonitoringAnnex A.12.5 Control of Operational SoftwareAnnex A.12.6 Technical Vulnerability ManagementAnnex A.12.7 Information Systems Audit ConsiderationsAnnex A.13 Communications SecurityAnnex A.13.2 Information TransferAnnex A.13.2.3 Electronic MessagingAnnex A.13.2.4 Confidentiality or Non-Disclosure AgreementsAnnex 14 System Acquisition, Development and MaintenanceAnnex A.14.1.2 Securing Application Services on Public NetworksAnnex A.14.1.3 Protecting Application Services TransactionsAnnex A.14.2 Security in Development and Support ProcessesAnnex A.14.2.3 Technical Review of Applications after Operating Platform ChangesAnnex A.14.2.4 Restrictions on Changes to Software PackagesAnnex A.14.2.5 Secure System Engineering PrinciplesAnnex A.14.2.6 Secure Development EnvironmentAnnex A.14.2.7 Outsourced DevelopmentAnnex A.14.2.8 System Security TestingAnnex A.14.2.9 System Acceptance TestingAnnex A.14.3 Test dataAnnex A.15 Supplier RelationshipsAnnex A.15.1.2 Addressing Security Within Supplier AgreementsAnnex A.15.1.3 Information and Communication Technology Supply ChainAnnex A.15.2 Supplier Service Delivery ManagementAnnex A.16 Information Security Incident ManagementAnnex A.16.1.2 Reporting Information Security EventsAnnex A.16.1.3 Reporting Information Security WeaknessesAnnex A.16.1.4 Assessment of and Decision on Information Security EventsAnnex A.16.1.5 Response to Information Security IncidentsAnnex A.16.1.6 Learning from Information Security IncidentsAnnex A.16.1.7 Collection of EvidenceAnnex A.17 Information Security Aspects of Business Continuity ManagementAnnex A.17.1.3 Verify, Review and Evaluate Information Security ContinuityAnnex A.18 ComplianceAnnex A.18.1.3 Protection of RecordsAnnex A.18.1.4 Privacy and Protection of Personally Identifiable InformationAnnex A.18.1.5 Regulation of Cryptographic ControlsAnnex 18.2 Information Security ReviewsAbout ISO 27002 This Blog Article is posted byInfosavvy, 2nd Floor, Sai Niketan, Chandavalkar Road Opp. Gora Gandhi Hotel, Above Jumbo King, beside Speakwell Institute, Borivali West, Mumbai, Maharashtra 400092Contact uswww.info-savvy.com 1. Identify characteristics of effective professional emails.2. ENL1813 Course Learning Requirement 1: Plan, write, revise, and edit short documents and messages that are organized, complete, and tailored to specific audiences. (ENL1813 A, B, G, H, M, P, R, S, T)Format and write documents and messages such as emails (H1.4, I1.4)Electronic mail, widely known as e-mail or just email, is by volume the most popular written communication channel in the history of human civilization. With emails being so cheap and easy to send on desktop and laptop computers, as well as on mobile phones and tablets, a staggering 280 billion emails are sent globally per day (Radicati, 2017)thats over a hundred trillion per year. Most are for business purposes because email is such a flexible channel ideal for anything from short, routine information shares, requests, and responses the length of a text, to important formal messages delivering the content that letters and memos used to handle. Its ability to send a message to one person or as many people as you have addresses for, integrate with calendars for scheduling meetings and events, send document attachments, and send automatic replies makes it the most versatile communication channel in the workplace.This mindboggling quantity of 3.2 million emails sent per second doesnt necessarily mean that quality is a non-issue for email, however. Because it has, to some extent, replaced mailed letters for formal correspondence, emails related to important occasions such as applying for and maintaining employment must be impeccably well written. Your email represents you in your physical absence, as well as the company you work for if thats the case, so it must be bothgood(well-written) and appropriate.First, ensure that you really need an email to represent you because emailing merely to avoid speaking in person or calling by phone can do more harm than good (see 2.3, especially Table 2.3, above on channel selection). If an email is necessary, however, then it must be good. As people who make decisions about your livelihood, the employers and clients you email can be highly judgmental about the quality of your writing. To them its an indication of your professionalism, attention to detail, education, and even intelligence. The writing quality in a single important email can be the difference between getting hired and getting fired or remaining unemployed.Lets say, for instance, that you get an email from a customer and they mention in it that theyve been shopping around for a company to do a custom job for them. This means theyre emailing other companies with the same inquiry. Lets say also that your competitors offer similar services at similar prices and are similarly reviewed positively online. Tough choice for the customer. With everything else being equal, the quality of the email responses may be the deciding factor. Responding to the customer quickly gives you an advantage because you show them that you can get things done promptly. If your email is also well written in a professional style (see 4.5.2 above for the 6 Cs) and error-free in every way due to effective editing and proofreading (see Ch. 5 above), you stand a much better chance of getting the job.Comparing this with another companys email that came a few days later with multiple writing errors in it, the customer will likely go with the company that wrote the better email. Even though the quality of communication doesnt necessarily guarantee quality of work in the product or service a company provides, customers will assume a connection. Indeed, the quality of communication can certainly say volumes about work ethic and attention to detail.The customers basis for judgment here is that if a companys communications are good, it must be because theyve hired a customer service rep dedicated to responding to people. This means they have the money to do so, which means theyre successful, which must be because they do a good job, which means theyll do a good job on what the customer wants them to do. We must all try to make a similarly strong impression in any situation where the quality of email matters. Lets turn our attention, then, to the ten aspects you must take care of when sending an important email in the order they appear in the email from top to bottom.Email Parts Before delving into this detail, however, lets review the advantages, disadvantages, and occasions for using email given earlier in Table 2.3 on channel selection.Table 2.3 Excerpt: Email Pros, Cons, and Proper UseAdvantagesDisadvantagesExpectationsAppropriate UseDelivers messages instantly anywhere in the world to anyone with an internet connection and email address you haveSends to one or many people at once, including secondary audiences CCd or BCCdAllows you to attach documents up to several megabytes in size or links to any internet webpagesAllows for a back-and-forth thread on the topic in the subject lineArchives written correspondence for review even decades laterCan be done on any mobile device with an internet connectionIs free (beyond your subscription fees to an internet or phone provider)Is somewhat permanent in that emails exist somewhere on a server even if deleted by both sender and receiverGives the illusion of privacy: your messages can be forwarded to anyone, monitored by your company or an outside security agency, retrieved with a warrant, or hacked even if both you and receiver delete themCan be slow when used for back-and-forth dialogueTone may be misread (e.g., jokes misunderstood) due to the absence of nonverbal cuesMay be sent automatically to the recipients spam folder or otherwise overlooked or deleted without being read given the volume of emails some people get in a daySubject to errors such as hitting send prematurely or replying to all when only the sender should be replied toSubject to limits on document attachment sizeSubject to spam (unsolicited emails)Regretted emails cant be taken back or editedRequires a working internet connection on a computing device, which isnt available everywhere in the worldReply within 24 hours, or sooner if company policy requires itFollow conventions for writing a clear subject line; salutation; message opening, body, and closing; closing salutation, and e-signatureNetiquette: be as kind as you should be in person; dont write emails angrilyEdit to ensure coverage of the subject indicated in the subject line with no more or less information than the recipient needs to do their jobProofread to ensure correct grammar, punctuation, and spelling because errors compromise your credibilityAvoid confusion due to vagueness that requires that the recipient respond asking for clarificationQuickly deliver a message that doesnt need an immediate responseSend a message and receive a response in writing as evidence for future review (lay down a paper trail)Use when confidentiality isnt necessarySend electronic documents as attachmentsSend the same message to several people at once, including perhaps people whose email address you need to hide from the others (using BCC) to respect their confidentiality Just as with physical snail mail you pick out of your Canada Post mailbox, the first thing you see when an email arrives in your inbox is who its from. The address determines immediately how you feel about that emailwhether excited, uninterested, curious, angry, hopeful, scared, or just obliged to read it. Your email address will create similar impressions on those you email depending on your relationship to them. Its therefore important that you send from the right email address.If you work for a company, obviously you must use your company email address for company business. Customers expect it. Bear in mind that in a legal and right-to-privacy sense, you dont own these emails. If they exist on a company server, company administrators can read any of them if they are investigating a breach of company policy or criminal activity (Office of the Privacy Commissioner of Canada, 2010). This means that you must be careful not to write anything in an email that could compromise your employability.If youre writing on your own behalf for any business or job-application purposes, its vital that you have a respectable-looking email address. Using a college or university email is a good bet because it proves that you indeed are attending or attended a post-secondary institution when youve made that claim in your application. If your school email address has expired, however, its worth starting an account that has a straightforward address showing your name. If your name is Justin Trudeau, for instance, your ideal email address would simply be justin.trudeau@ with one of the major email providers like Gmail or Outlook/Hotmail. Of course, everybody knows that all of the straightforward firstname.lastname@ addresses have been taken, so theres nothing wrong with variations that include middle names or initials and small numbers as long as they dont get too big, such as more than 25 characters.Whats fundamentally important, however, is that you retire your teenage joke email address. If you have one of these, it may have scored some points with friends back in high school, but now that youre an adult, it will only do irreparable harm to your employability prospects if youre using it for job applications. Any potential employer or other professional who gets an email from pornstar6969baby@whatever.com, speedball.playa@hotmail.com, or crazy.unicorn.girl@yahoo.com is going to delete it without even opening it.Also, forget about clinging to the fantasy of having only one email address to deal with. Just as your demeanour and language style changes in social, family, and professional contexts, you must likewise hold multiple email accountsone for work, one for school, and one for personal matters. Each of the 3.8 billion email users in the world has an average of 1.7 email accounts (Radicati, 2017). Its likely that you will have more than three throughout your life and retire accounts as you move on from school and various workplaces. If you can manage it, you can set up forwarding so that you can run multiple accounts out of one, except where company or institutional policy requires that you work entirely within a designated email provider or client.Return to the Email Parts menu The timestamp that comes with each email means that punctuality matters and raises the question of what the expectations are for acceptable lag time between you receiving an email and returning an expected response. Of course, you can reply as soon as possible as you would when texting and have a back-and-forth recorded in a thread. What if you need more time, however?Though common wisdom used to be that the business standard is to reply within 24 hours, the availability of email on the smartphones that almost everyone carries in their pockets has reduced that expectation to a few hours. Recent research shows that half of email responses in business environments in fact comes within two hours (Vanderkam, 2016). Some businesses have internal policies that demand even quicker responses because business moves fast. If you can get someones business sooner than the competition because you reply sooner, then of course youre going to make every effort to reply right away. Of course, the actual work you do can get in the way of email, but you must prioritize incoming work in order to stay in business. After all, the early bird gets the worm.What if you cant reply within the expected number of hours? The courteous course of action is to reply as soon as possible with a brief message saying that youll be turning your attention to this matter as soon as you can. You dont have to go into detail about whats delaying you unless its relevant to the topic at hand, but courtesy requires that you at least give a timeline for a fuller response and stick to it.Return to the Email Parts menu The next most important piece of information you see when scanning your inbox is the emails subject line. The busy professional who receives dozens of emails each day prioritizes their workload and response efforts based largely on the content of the subject lines appearing in their inbox. Because it acts as a title for the email, the subject line should accurately summarize its topic in 3-7 words.The goldilocks wordcount range here is important because your subject line shouldnt be so vague that its one or two words will be misleading, nor so long and detailed that its eight-plus words will be cut off by your inbox layout. Though it must be specific to the email topic, details about specific times and places, for instance, should really be in the message itself rather than in the subject line (see Table 6.1.3 below). Also, avoid using words in your subject line that might make your email look like spam. A subject line such as Hello or That thing we talked about might appear to be a hook to get you to open an email that contains a malware virus. This may prompt the recipient to delete it to be on the safe side, or their email provider may automatically send it to the junkmail box, which people rarely check. It will be as good as gone, in any case.Table 6.1.3: Subject Line LengthToo ShortJust RightToo Long and DetailedProblemProblem with your product orderProblem with your order for an LG washer and dryer submitted on April 29 at 11:31pmMeetingRescheduling Nov. 6 meetingRescheduling our 3pm November 6 meeting for 11am November 8Parking PermitsSummer parking permit pickupWhen to pick up your summer parking permits from securityStylistically, notice that appropriately sized subject lines typically abbreviate where they can and avoid articles (the, a, an), capitalization beyond the first word (except for proper nouns; see Table 5.5.1), and excessive adjectives.Whatever you do, dont leave your subject line blank! Even if youre just firing off a quick email to send an attachment to yourself and have no other words besides, the subject line text will be essential to your ability to retrieve that file down the road. Say you find yourself desperately needing that file months or even years later because the laptop it was saved on was stolen or damaged beyond repair, which you couldnt have predicted at the time you sent it. A search in your email provider for words matching those you used in the subject line will quickly narrow down the email in question. Without words in the subject line or message, however, youll have no choice but to guess at when you sent the email and waste time going through page after page of sent-folder messages looking for it. A few seconds spent writing a good subject line can potentially save hours of frustrating searches.Return to the Email Parts menu When a reader opens your email, its opening salutation indicates not only who the message is for but also its level of formality. As you can see in Table 6.1.4 below, opening with Dear [Full Name] or Greetings, [Full Name]: strikes an appropriately respectful tone when writing to someone for the first time in a professional context. When greeting someone youve emailed before, Hello, [First name]: maintains a semiformal tone. When youre more casually addressing a familiar colleague, a simple Hi [First name], is just fine.Table 6.1.4: Opening Salutation ExamplesFirst-time FormalityOngoing SemiformalInformalDear Ms. Melody Nelson:Dear Ms. Nelson:Greetings, Ms. Melody Nelson:Greetings, Ms. Nelson:Hello, Melody:Hello again, Melody:Thanks, Melody. (in response to something given)Hi Mel,Hey Mel,Mel,Notice that the punctuation includes a comma after the greeting word and a colon after their name for formal and semiformal occasions following Comma Rule 2.1 and Colon Rule 1.2. Informal greetings, however, relax these rules by omitting the comma after the greeting word and replacing the colon with a comma. Dont play it both ways with two commas; Hi, Jeremy, appears too crowded with them.Depending on the nature of the message, you can use alternative greeting possibilities. If youre thanking someone for information theyve sent you, you can do so right away in the greeting; e.g., Many thanks for the contact list, Maggie. When your email exchange turns into a back-and-forth thread involving several emails, its customary to drop the salutation altogether and treat each message as if it were a text message even in formal situations.Formality also dictates whether you use the recipients first name or full name in your salutation. If youre writing to someone you know well or responding to an email where the sender signed off at the bottom using their first name, theyve given you the green light to address them by their first name in your response. If youre addressing someone formally for the first time, however, you may want to strike an appropriately respectful tone by using their full name. If youre addressing a group, a simple Hello, all: or Hello, team: will do.Be careful when selecting recipients, however. First, spell their name correctly because email addresses often have non-standard combinations of name fragments and numbers; any typos will result in the server bouncing your email back to you as being unsent. Waiting before entering their name in the recipient or To field is also wise in case you accidentally hit the Send button before youre finished drafting your email. If you prematurely send an email, a quick follow-up apologizing for the confusion and the completed message is the best damage control you can do, but it requires immediate action. Another preventative measure is to compose a message offline, such as in an MS Word or simple Notepad document devoid of formatting, then copy and paste it into the email field when youre ready to send.If you have a primary recipient in mind but want others to see it, you can include them in the CC (carbon copy) line. (If confidentiality requires that recipients shouldnt see one anothers addresses, BCC [blind carbon copy] them instead.) Be selective with whom you CC, however. Yes, its good to keep your manager in the loop, but you may want to do this only at the beginning and the end of a projects email paper trail. They will appreciate that things are under way and wrapping up but may get annoyed if their inbox is flooded with every little mundane back-and-forth throughout the process. If in doubt, speak with your manager about their preferences for being CCd.Never reply all so that everyone included in the To line and CCd sees your reply unless your response includes information that everyone absolutely must see. If your manager sends some information to all 80 people in your department, for instance, your reply-all response that just acknowledges receipt with an OK, thanks! which is unnecessary in the first place, will anger 79 people who expected to see valuable information. If the first email was about a departmental meeting time though the location was yet to be determined, but you now have that information because you did the booking, of course you would reply all to provide that necessary follow-up.Bear in mind that, concerning email security, no matter who you select as the primary or secondary (CCd) recipients of your email, always assume that it may be forwarded on to other people, including those you might not want to see it. Just because youve selected recipients doesnt necessarily make your email a private channel. You have no control over whether the recipients forward it on to others, what the server administrators do with it (legally or not), or if your account or the server is hacked. If your email contains any legally sensitive content, it can even be retrieved from the server storing it with a warrant from law enforcement. A good rule of thumb is to never send an email that you would be embarrassed by if it were read by your boss, your family, or a jury. No technical barriers prevent it from falling into their hands.Return to the Email Parts menu Most emails will be direct-approach messages where you get right to the point in the opening sentence immediately below the opening salutation. As we saw in 4.1.1 above on message organization, the direct-approach pattern does the reader a favour by not burying the main point under a pile of contextual background. If you send a busy professional on a treasure hunt for your main point, a request for information for example, dont blame them if they dont find it and dont provide the information you asked for. They might have given up before they got there or missed it when skimming, as busy people tend to do. By stating in the opening exactly what you want the recipient to do, however, you increase your chances of achieving that goal.Table 6.1.5: Direct- vs. Indirect-approach Email OpeningsSample Direct OpeningSample Indirect OpeningWe have reviewed your application and are pleased to offer you the position of retail sales manager at the East 32nd and 4th Street location of Swansong Clothing.Thank you very much for your application to the retail sales manager position at the East 32nd and 4th Street location of Swansong Clothing. Though we received a large volume of high-quality applications for this position, we were impressed by your experience and qualifications.Indirect-approach emails should be rare and only sent in extenuating circumstances. Using email to deliver bad news or address a sensitive topic can be seen as a cowardly way of avoiding difficult situations that should be dealt with in person or, if the people involved are too far distant, at least by phone (see Table 2.3 and Figure 2.3 on channel selection). Other circumstances that might force you to use the indirect approach for emails include the following:Needing to use persuasive techniquesHaving no other means of contacting the recipientNeeding to get the email exchange in writing in case the situation escalates and must be handled as evidence by higher authoritiesNeeding to deliver a large number of bad-news messages without having the time or resources to individually customize each, such as when you are sending rejection notices to job applicants (see the sample indirect opening in Table 6.1.5 above); out of expedience, its understandable if these are boiler-plate responsesIn such cases, the indirect approach means that the opening should use buffer strategies to ease the recipient into the bad news or set the proper context for discussing the sensitive topic (see 4.1.2 for more on the indirect approach).Otherwise, your email must pass the first-screen test, which is that everything the recipient needs to see is visible in the opening without forcing them to scroll further down for it. Before pressing the Send button, put yourself in your readers shoes and consider whether your message passes the first-screen test. If not, and if you have no good reason to take the indirect approach, then re-organize your email message by moving (copying, cutting, and pasting, or ctrl. + C, ctrl. + X, ctrl. + v) its main point up to make it the opening of your message.Return to the Email Parts menu Emails long enough to divide into paragraphs follow the three-part message organization (outlined in 4.1) where the message body supports the opening main point with explanatory details such as background information justifying an information request. With brevity being so important in emails, keeping the message body concise, with no more information than the recipient needs to do their job, is extremely important to the messages success. The message body therefore doesnt need proper three-part paragraphs (see 4.4.1 above). In fact, one-sentence paragraphs (single spaced with a line of space between each) and bullet-point lists (see 4.6.5) are fine. If your message grows in length beyond the first screen, document design features such as bold headings help direct readers to the information they need (see 4.6.2). If your message gets any larger, moving it into an attached document is better than writing several screens of large paragraphs. Unlike novels, people dont enjoy reading emails per se.Also keep email messages brief by sticking to one topic per email. If you have a second topic you must cover with the same recipient(s), sending a separate email about it can potentially save you time if you need to retrieve that topic content later. If the subject line doesnt describe the topic youre looking for because it was a second or third topic you added after the one summarized in the subject line, finding that hidden message content will probably involve opening several emails. A subject line must perfectly summarize all of an emails contents to be useful for archiving and retrieval, so sticking to one topic per email will ensure both brevity and archive retrieval efficiency.Return to the Email Parts menu An email closing usually includes action information such as direction on what to do with the information in the message above and deadlines for action and response. If your email message requests that its nine recipients each fill out a linked Doodle.com survey to determine a good meeting time, for instance, you would end by saying, Please fill out the Doodle survey by 4pm Friday, May 18. If the message doesnt call for action details, some closing thought (e.g., Im happy to help. Please drop me a line if you have any questions) ends it without giving the impression of being rudely abrupt. Goodwill statements, such as Thanks again for your feedback on our customer service, are necessary especially in emails involving gratitude.Return to the Email Parts menu A courteous closing to an email involves a combination of

Text Structure to Development of Ideas RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.Explain How the Author Develops Point of ViewRI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.Compare and Contrast Audience and Reader ExperiencesRI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.Evaluate Reasoning and Evidence in an Argument RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.Compare and Contrast Approach to Theme/Topic Across Text TypesRI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).Compare and Contrast Authors Presentations of Events Grade 6 Summary TableClick the button to download a PDF of a summary table listing the reading standard, its component skills, and the reading lessons where the skills are taught. RL.6.1 STANDARDCite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.SKILLAnalyze a TextPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.1: ANALYZE A TEXT Step 1Ask or paraphrase a question to analyze the text. Step 2Identify the question topic.charactersettingeventslanguagetheme Step 3Think where you will find key details that answer the question. Step 4Use text details to analyze the text. SAMPLE SKILL CRITERIA FOR SUCCESS includes a claim that responds specifically to the prompt or question includes strongest evidence: specific, detailed, frequent references text location according to classroom style explains how evidence supports analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify relevant details...What is the topic of the question? See the list in step 2.Imagine a sentence that answers that question.What key words can you pull from that sentence? answer the question without citing evidence...What page/paragraph/sentence proves your point?Find a quote that supports your point. RL.6.1STANDARDCite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.SKILLCite Textual EvidencePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.1: CITE TEXTUAL EVIDENCE Step 1Look for important details about your question or ideas.quotationsspecific examples Step 2Choose the strongest details. They should: are specific and detailed.be present many times in the text. Step 3If the evidence does not prove your point,find new evidence, or change your analysis. SAMPLE SKILL CRITERIA FOR SUCCESS cites accurate textual evidence that support the analysis or claim includes strongest evidence: specific, detailed, frequent references text location according to classroom style explains how each piece of evidence supports analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cite minor details...How does that detail relate to your analysis?Where else in the text does that detail or one like it appear?Is that detail important to the texts central ideas? submit insufficient details...How do these details prove your ideas?What does Reading Thinking Step 3 say you should do if you dont find very much evidence? RI.6.1STANDARDCite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.SKILLAnalyze a TextPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.1: ANALYZE A TEXT Step 1Ask or paraphrase a question to analyze the text. Step 2Brainstorm key terms related to your question. Step 3Think where you will find key details that answer your question. Look in:headings and text elements.topic sentences.text visuals. Step 4Use the strongest details to answer the question. SAMPLE SKILL CRITERIA FOR SUCCESS includes a claim that responds specifically to the prompt or question includes strongest evidence: specific, detailed, frequent references text location according to classroom style explains how each piece of evidence supports analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify relevant details...What is this analysis about?Imagine a sentence that answers that question.What key words can you pull from that sentence? answer the question without citing evidence...What page/paragraph/text element proves your point? Find a quote that supports your point. RI.6.1STANDARDCite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.SKILLCite Textual EvidencePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.1: CITE TEXTUAL EVIDENCE Step 1Look for key details that support your claim.quotes from the textvisual and quantitative data Step 2Choose the strongest details. Find evidence that:is specific and detailed.appears in different ways in the text. Step 3If the evidence does not prove the analysis is true, find new evidence or change your analysis. SAMPLE SKILL CRITERIA FOR SUCCESS cites textual evidence that support the analysis or claim includes strongest evidence: specific, detailed, frequent references text location according to classroom style explains how each piece of evidence supports analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cite minor details...How does that detail relate to your analysis?Where else in the text does that detail or one like it appear?Is that detail important to the texts central ideas? submit insufficient details...How do these details prove your ideas?What does Reading Thinking Step 3 say you should do if you dont find very much evidence? RL.6.2 STANDARDDetermine 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.SKILLDetermine Theme/Central IdeaPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.2: DETERMINE THEME/CENTRAL IDEA Step 1Find important ideas or topics.big challengespatterns of eventsrepeating problems or situationsrepeated feelings Step 2What is the author showing about one idea or topic?What does the main character learn?What does the reader learn about it? Step 3Determine the theme or central idea.What is the authors message about life beyond the text? (THEME)What idea does the text capture? (CENTRAL IDEA) SAMPLE SKILL CRITERIA FOR SUCCESS names the main topic identifies the idea that the text captures (central idea) or the authors message about the world (theme) uses accurate text details to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to separate a universally applicable theme from specific story events...What does the character learn about the world in this situation or story? How could you use this lesson in your life?How do you think the author wants you to act in your life? What should you do, or not do? do not express theme as a complete sentence/idea.What is an idea or topic that repeats in the text? What does the author say about it? Tell me in a complete sentence. struggle to consolidate details into a central idea....What did you learn from the big challenges and events described in the text? What did you learn from the images and overall mood the text created? What overarching idea do you think the author wants to convey with these details? RL.6.2STANDARDDetermine 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.SKILLExplain How Particular Details Convey ThemePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.2: EXPLAIN HOW PARTICULAR DETAILS CONVEY THEME Step 1Choose a theme in the text. Step 2When is the theme introduced? How? Look in:dialogue.description.setting. Step 3Find details related to the theme in:what the characters say and do.how the characters feel or think.setting descriptions.important story events. Step 4Tell how the details express the theme. SAMPLE SKILL CRITERIA FOR SUCCESS states a theme from the text identifies accurate details that express the theme explains how the details express the theme SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cannot find where the theme is introduced...What theme message is the author trying to convey? Where in the story do the characters or reader first see this message in action? Is it through what someone says or does? It it in an event or setting? struggle to explain how the details express the theme....What important idea do the details describe? Is this idea the same as the theme message? If not, consider revising the wording of the theme. Or, return to the text to find other details. RL.6.2STANDARDDetermine 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.SKILLProvide a Summary Without Personal OpinionsPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.2: PROVIDE A SUMMARY WITHOUT PERSONAL OPINIONS Step 1What type of text is this? Step 2Recount the important story elements.characterssettingstory problem and its solution Step 3Summarize the important events and details. Try this order.someone wanted/didnt want so (character tried to solve the problem) Step 4Dont include:minor details.your opinion. SAMPLE SKILL CRITERIA FOR SUCCESS includes only important events and details about key story elements is organized logically is objective identifies text and type SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to organize the summary logically...How is the text organized?What details make sense to present first? Next? Last?Try the Somebody Wanted But So Then template to order your ideas. give too many details...What do readers need to know about the character(s)? The setting? The problem and solution?What information is just for interest? RI.6.2STANDARDDetermine a 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.SKILLDetermine a Central IdeaPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.2: DETERMINE A CENTRAL IDEA Step 1What is the topic? Step 2What does the author most want to teach readers about the topic? Look for:repeated ideas.what the author thinks is important. Step 3Determine a central idea of the text. SAMPLE SKILL CRITERIA FOR SUCCESS names the text topic identifies what the author wants to teach readers about the topic (central idea) uses accurate and important text details to determine central ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say confuse central idea with topic...Share examples: Topicwhat the text is about, such as sports; Central Ideawhat the text says, such as basketball is a fun sport.What is this text about? Tell me the topic in one or two words.What does the author say about this topic? Tell me in a complete sentence choose unimportant, inaccurate, or irrelevant details...What words do you see many times on this page, or in pictures and text features throughout the text?Which details are most important?Where did you find this text detail? Does the text say this exactly?How does this detail support the main idea? Can you say the connection another way. RI.6.2STANDARDDetermine a 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.SKILLExplain How Particular Details Convey a Central IdeaPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.2: EXPLAIN HOW PARTICULAR DETAILS CONVEY A CENTRAL IDEA Step 1What does the author wants to teach us? (CENTRAL IDEA) Step 2Find details that support the central idea.factsexamples or anecdotesexplanationseventsquotes Step 3How do these particular details add to your understanding of the central idea? Do they: SAMPLE SKILL CRITERIA FOR SUCCESS states a central idea identifies accurate text details that support the central idea SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to find related and important details...What information does this detail give? What does it help you learn about?What facts, examples, or events are related to this central idea?Which text features can help you find related details? struggle to explain the work a key detail does, including its purpose and its name...What did you learn about the central idea from each detail provided? Why did the author include these details?Refer to the chart in the TEACHER RESOURCE GUIDE (TBD) of different kinds of text details, e.g. examples, anecdotes, explanations.What about the main idea did you learn from this key detail? Did you learn an example, a story, an explanation, or a fact? Would you have understood the main idea without the detail? Why or why not? RI.6.2STANDARDDetermine a 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.SKILLProvide a Summary Without Personal Opinion PDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.2: PROVIDE A SUMMARY WITHOUT PERSONAL OPINIONS Step 1Identify the text and topic. Step 2Identify the central ideas. Step 3Identify key details for each central idea. Step 4Summarize the main ideas and details in an order that makes sense.sequentiallycompare and contrastcause and effect Step 5Check that your summary does not include minor details. SAMPLE SKILL CRITERIA FOR SUCCESS states central idea(s) and key details for each idea includes only important ideas and details about the topic organizes information logically does not include the students opinion identifies text and type SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say give too many details...How does that detail relate to the central idea?Pick just the most important details. struggle to organize the summary logically...Write your main details down. What connects them? Are they connected by sequence, cause and effect, comparative details or by topic and detail?Organize according to the connections you see. Remember that you can organize chronologically, but still include details explaining cause and effect or comparison. RL.6.3STANDARDDescribe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.SKILLDescribe How an Event Develops the PlotPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.3: DESCRIBE HOW AN EVENT DEVELOPS THE PLOT Step 1Look for clues to the events place in the story arc.PLOT EXPOSITION: introduction of characters and setting RISING ACTION: problem introduced and builds; creates moodCLIMAX: problem reaches its highest point; conflict is facedFALLING ACTION: how characters react or change after climaxRESOLUTION: problem solved; lesson and message revealed Step 2Describe how the event develops the plot.What does it build about characters, problem, or mood? SAMPLE SKILL CRITERIA FOR SUCCESS tells the important events in the story arc describes which part of the story arc an event represents and why uses accurate text details to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify where an event falls in the story arc...What is the main problem? Where does it reach its peak? Is this event before those moments or after? Before is rising action, after is falling.Do you know the problem yet? If not, this is part of the exposition. explain the importance of an event to the overall story...What does the event have to do with the main problem? Does it reveal the problem or make it worse (rising action)? Does it bring it to a head? (climax.) Does it show how the character felt or changed afterwards? (falling action.) Does it show how the central problem or conflict is resolved? (resolution) RL.6.3STANDARDDescribe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.SKILLDescribe How Characters Respond or Change as Plot MovesPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.3: DESCRIBE HOW CHARACTERS RESPOND OR CHANGE AS PLOT MOVES Step 1Summarize what is happening in the story.What are the setting and characters?What part of the story arc is it? Step 2How does the character react to the event? feelings or thoughtswords or actions Step 3What is the character like before and after the event? What did he or she learn?How did he or she change? SAMPLE SKILL CRITERIA FOR SUCCESS describes what the character learned from an important event explains how the character reacted to the event (thoughts, feelings, words or actions, opportunities) cites accurate text evidence to supports explanations SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to explain how the character is affected by events...Think about the whole story so far. What did the character do or feel because of the event(s)? How has the character changed? How might he or she act or feel differently after these events? What did he or she learn from the events? struggle to find textual evidence that describes a characters reaction to an event...What happens to the character during the event? After the event?Where in the text does the author describe what the character says, does, or thinks because of the event? RI.6.3STANDARDAnalyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)SKILLAnalyze Development of Individuals, Events, or IdeasPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.3: ANALYZE DEVELOPMENT OF INDIVIDUALS, EVENTS, OR IDEAS Step 1Find where the individual, event, or idea is INTRODUCED.What is said?How is it/he/she important? Step 2Find details about the individual, event, or idea throughout the text.Where do you learn more?What changes in your understanding? Step 3Analyze how the idea, event or individual is DEVELOPED in the text.where details are elaborated SAMPLE SKILL CRITERIA FOR SUCCESS identifies where and how the individual/event/idea is introduced explains how the individual/event/idea develops throughout the text explains the importance of the individual/event/idea by the end of the text uses details from throughout the text to support analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to find where the individual, event, or idea is first introduced...Quickly scan the sections and paragraphs to find where a specific [person/event/idea] is discussed. Where is the [person/event/idea] first named or defined? struggle to tell how the individual, event, or idea is developed across the text...What do you learn at each mention? Does this add to or change your understanding? Which mentions really show the importance of the individual/event/idea? RL.6.4STANDARDDetermine 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.SKILLDefine Words and Phrases as Used in a TextPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.4: DEFINE WORDS AND PHRASES AS USED IN A TEXT Step 1Look inside the word for parts you know.prefixes and suffixesword roots Step 2What kind of work does the word do?part of speechliteral or figurative Step 3Look outside the word for context clues. Step 4Put all the clues together to guess the definition. Step 5Check your definition in the original sentence. SAMPLE SKILL CRITERIA FOR SUCCESS tells what the word or phrase means in the text gives clues from inside and outside the word to support the definition SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to find context clues to either literal or figurative meaning...What do the details from the surrounding sentences teach you? How might your word or phrase fit into that understanding?Are there any descriptions that cannot happen in real life? Why or why not? If not, what nearby words suggest what the word or phrase could mean? struggle to find word clues to meaning...Is this word a/an:noun that names?verb that shows action?adjective/adverb that describes?Share a classroom list of common affixes and roots. Do you see any parts of your word on our class list? Look for prefixes, suffixes, or word endings. Look for common word roots. What do these parts mean? provide an accurate definition but not the correct one for the original sentence...Does your definition make sense in the original sentence? What else could this word mean?What other words in the text have a similar or opposite meaning to your word? They can be clues to finding another definition that makes sense. RL.6.4STANDARDDetermine 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.SKILLInterpret Figurative and Connotative LanguagePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.4: INTERPRET FIGURATIVE AND CONNOTATIVE LANGUAGE Step 1Decide if the language is literal or figurative.Is it realistic?Are there comparison words? (like, as) Step 2Visualize figurative language.What picture or feeling does it create? Step 3Does it have a connotation of other feelings or values? Step 4Interpret the word.What meaning does it add?Why did the author use it? SAMPLE SKILL CRITERIA FOR SUCCESS identifies figurative or connotative language in the text explains what the figurative or connotative language means describes the pictures, sounds, or feelings the language suggests uses accurate text details and clues to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to interpret what the figurative language means in the specific context...What does the figurative imagine make you think about or feel? How does it help you make a movie in your mind? struggle to identify figurative language...Carefully reread and imagine each description the author uses. Are there any descriptions that cannot happen in real life? Why or why not? Are there words that make unusual sounds? What might those sounds add to the meaning of the words? Why are the sounds there? cannot correctly name a words connotation...Does the word or phrase make you feel something strongly? If so, is it a good or bad feeling? Did the author include it to make readers feel good or bad about something? RI.6.4STANDARDDetermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.SKILLDefine Words and Phrases as Used in a TextPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.4: DEFINE WORDS AND PHRASES AS USED IN A TEXT Step 1Look inside the word for familiar parts. Step 2What kind of work does the word do?part of speechliteral or figurative Step 3Look for context clues in:the main topic.words and text features.visuals. Step 4Put all the clues together to guess a definition. Step 5Check your ideas in the original sentence. SAMPLE SKILL CRITERIA FOR SUCCESS tells what the word or phrase means in the text gives clues from inside and outside the word to support the definition SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to find context clues to either literal or figurative meaning...What is this sentence about? What is the gist of nearby sentences on the same subject?What other words in the text mean something similar to your word? Something different? These are good words and sentences to read for clues to the meaning of your word.Are there any descriptions that cannot happen in real life? Why or why not? If not, what nearby words suggest what the word or phrase could mean? struggle to find word clues to meaning...Is this word a/an:noun that names?verb that shows action?adjective/adverb that describes?Are there any parts inside of the word that are familiar? Look for prefixes, suffixes, or word endings. Look for common word roots.How does the word make you feel? RI.6.4STANDARDDetermine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.SKILLInterpret Figurative, Connotative, Technical LanguagePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.4: INTERPRET FIGURATIVE, CONNOTATIVE, TECHNICAL LANGUAGE Step 1What kind of work does the word do? FIGURATIVE: creates picturesCONNOTATIVE: invites associated feelingsTECHNICAL: defines special information ALTERNATE STEP 2 for figurative and connotative language Step 2What else could these words mean? Look for:sense words and special sounds.clues in images or text features.what you see or imagine. ALTERNATE STEP 2 for connotative language Step 2What else could these words mean? Look for:context clues (synonyms, antonyms).images or text features.tone of voice.how you feel. ALTERNATE STEP 2 for technical language Step 2Look outside the word for clues to its meaning.images and text featureswhat is defined or explained nearby Step 3Put the clues together to guess a definition. Step 4Check your idea in the original sentence. SAMPLE SKILL CRITERIA FOR SUCCESS identifies figurative, connotative, or technical language in the text explains what the figurative or connotative language means explains what special information the technical language describes describes the pictures, sounds, or feelings the language suggests uses accurate text details and clues to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to interpret what the figurative language means in the specific context...What does the figurative imagine make you think about or feel? How does it help you make a movie in your mind? struggle to identify figurative language...Carefully reread and imagine each description the author uses.Are there any descriptions that cannot happen in real life? Why or why not?Are there words that make unusual sounds? What might those sounds add to the meaning of the words? Why are the sounds there? cannot correctly name a words connotation...Does the word or phrase make you feel something strongly? If so, is it a good or bad feeling? Did the author include the words to make readers feel good or bad about the [idea, person, event]? struggle to define technical language...What clues in the surrounding sentences or images can help you figure out the technical term? Use your own words to define the term, then check it against the text to see if it makes sense. RL.6.5STANDARDAnalyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.SKILLExplain How a Particular Excerpt Fits Into the Overall StructurePDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.5: EXPLAIN HOW A PARTICULAR EXCERPT FITS INTO THE OVERALL STRUCTURE Step 1Is the text prose, poetry or drama? Step 2How is it structured? Step 3Does this part:introduce something new?build on something introduced earlier?explain something from an earlier part?repeat as a motif?function as a flashback, dream, or foreshadowing? Step 4How does the excerpt fit into the overall structure of the text? SAMPLE SKILL CRITERIA FOR SUCCESS identifies a pattern or repetition in the overall structure explains how one section fits into that overall structure uses accurate text evidence to explain ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cannot differentiate structural elements from content elements...Point to different parts of the text, such as chapters: What is this part called? What other parts of the text are like this one?Use the ideas in Reading Thinking Step 3 to help you tell the difference between structure and plot. struggle to identify one part that connects or builds upon one another...What do you learn in each part?What does the character learn?How does this part add to what comes before it? How does it lead to what comes after it? RL.6.5STANDARDAnalyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.SKILLAnalyze How an Excerpt Contributes to Theme, Setting, or PlotPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.5: ANALYZE HOW AN EXCERPT CONTRIBUTES TO THEME, SETTING, OR PLOT Step 1Is the text poetry, prose or drama? Step 2How is it structured? Step 3Describe the theme, setting or plot. Step 4STUDY a section that is important for theme, setting, or plot. What does it introduce, build on, or resolve? Is it part of a pattern?What feelings does it evoke? Step 5What does the section or part add to your understanding? SAMPLE SKILL CRITERIA FOR SUCCESS describes the overall structure of the story, poem, or play explains how the section helps to build a theme explains how the section helps to develop setting explains how the section helps to move the plot forward uses accurate text details to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cannot differentiate structural elements from content elements...Point to different parts of the text, such as chapters:What is this part called? What other parts of the text are like this one? What connects these parts? struggle to explain how structure adds meaning...What ideas or emotions are conveyed through this structure?What do we learn about the [theme/setting/plot] because of this structure?Why did the author write in this structure instead of another?What would the [theme/setting/plot] be like in a different structure? (for example, with narration instead of dialogue) struggle to identify one part that connects or builds upon one another...What do you learn in each part?What does the character learn?How does this part add to what comes before it? How does it lead to what comes after it? RI.6.5STANDARDAnalyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.SKILLConnect Text Structure to Development of IdeasPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.5: CONNECT TEXT STRUCTURE TO DEVELOPMENT OF IDEAS Step 1What are the important ideas in this text? Step 2Study clues to the overall structure of the text.chapters and sectionsheadings and text features Step 3Study how a specific part fits into the overall structure.Where in the text does it appear?How is it like other parts? Step 4Explain how the part adds to the authors ideas.What do you learn from it?Why did the author include this part of the text? SAMPLE SKILL CRITERIA FOR SUCCESS describes the overall text structure explains how the organization emphasizes important ideas cites accurate text evidence that supports the connection between structure and ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say cannot identify an overall text structure...Consult the Text Structure entry in the TEACHER RESOURCE GUIDE for support.Prompt with Reading Thinking Step 2: What key words do you see in headings? What kinds of graphics are there? What questions does the text answer? struggle to understand the connection between structure and ideas...What sections address similar topics, ideas, or content?What does each section add to your understanding of the authors ideas?What work does each section of the text do? For example, does it explain something or add detail about an idea?Where in the text or on the page does this section appear? Is it first or last? Is it easy to notice?How does this structure help convey the authors ideas?How does this organization of ideas help you learn more about the topic? struggle to differentiate structure from content...What is this part of the text called?Are there other parts like it?What connects these parts? Reference thisText Structure Cluesdocument for supporting students with this skill. RL.6.6STANDARDDetermine an authors point of view or purpose in a text and explain how it is conveyed in the text.SKILLExplain How the Author Develops Point of ViewPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.6: EXPLAIN HOW THE AUTHOR DEVELOPS POINT OF VIEW Step 1What do you know about the narrator or speaker? Step 2When do you first notice the narrator or speaker's point of view? Step 3Look for details that show the point of view.strong feelingsdescriptive languagetone of voicewhat is shared/not shared Step 4Explain how the point of view is developed.when you notice it as a readerany changes through the text SAMPLE SKILL CRITERIA FOR SUCCESS describes the narrator or speaker describes the point of view of the narrator or speaker explains how the author uses details to develop that point of view uses text details from throughout a section of text to support ideas SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify point of view from available clues...What is the narrators or speakers relationship to story events? (perspective) Is he or she a participant or an outsider observer? How might this change feelings and opinions?What feeling or opinion words do you see?How would the words sound if you could hear them aloud? How would this story be different with a different narrator or speaker? struggle to recognize the authors development of point of view...Use Reading Thinking Steps 1 and 3 to help you find details about point of view in the text. Why did the author choose these details? What might these choices suggest about the theme of the text? RI.6.6STANDARDDetermine an authors point of view or purpose in a text and explain how it is conveyed in the text.SKILLAnalyze How an Author Conveys Point of ViewPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.6: DETERMINE AUTHORS POINT OF VIEW AND PURPOSE Step 1What is the main topic of the text? Step 2THINK about why the author wrote the text.persuade?inform or explain? Step 3What is the authors point of view? Use clues like:language that suggests perspective. SAMPLE SKILL CRITERIA FOR SUCCESS includes a claim about the authors purpose includes a claim about the authors point of view cites accurate textual evidence to support each claim SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify point of view...Define point of view as the authors opinion, feeling, or belief.What is the authors opinion, feeling, or belief?Which facts are emphasized or minimized?What evaluative words (something is better/worse than something else), opinion words (I like/think), or connotative language does the author use? struggle to identify the authors purpose...Why do you think the author wrote the text? Does he or she want to persuade you to do something? Or inform or explain a topic? What details from the text make you think so? RI.6.6STANDARDDetermine an authors point of view or purpose in a text and explain how it is conveyed in the text.SKILLAnalyze How an Author Conveys Point of ViewPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.6: DETERMINE AUTHORS POINT OF VIEW AND PURPOSE Step 1What is the main topic? Step 2What is the authors point of view about the topic? Step 3How does the author express this point of view? Notice details such as:description that shows feelings or attitudes.language that suggests perspective.words that show opinion or bias. SAMPLE SKILL CRITERIA FOR SUCCESS identifies the authors point of view toward the topic explains how the author uses different kinds of details to express point of view cites accurate textual evidence to support analysis SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify how the author expresses his or her point of view...What are your own personal feelings or attitudes toward the topic? What word choices would you use to describe your point of view?Look again at the text. What similar or different word choices do you see that the author uses to describe his or her point of view? struggle to identify point of view...Define point of view as the authors opinion, feeling, or belief.What is the authors opinion, feeling, or belief?Which facts are emphasized or minimized?What evaluative words (something is better/worse than something else), opinion words (I like/think), or connotative language does the author use? RL.6.7STANDARDCompare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.SKILLCompare and Contrast Audience and Reader ExperiencesPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.7: COMPARE AND CONTRAST AUDIENCE AND READER EXPERIENCES Step 1Summarize the written text. Step 2Identify performance choices.speech tone, volume, ratefacial expressions and movementslighting, music, soundcostumes and sceneryany changes from text Step 3What does the performed version change about your experience?What is still the same? SAMPLE SKILL CRITERIA FOR SUCCESS includes a claim about similarities in audience and reader experiences includes a claim about differences in audience and reader experiences explains how specific techniques of the medium add to or change the experiences cites accurate evidence from each version to support claims SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to identify how the medium added to or changed audience or reader experience...How is this version different from the written version? What techniques were used and how?What details does it emphasize? How does this make you feel?How does it add detail? Change what you have to imagine or focus on? compare and contrast only content...What techniques were used in the performed version?What could you see, hear, or imagine?How could you participate?How did these differences change your experience of the content? How did listening or viewing make you feel? RI.6.7STANDARDIntegrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.SKILLIntegrate Information from Multiple Media or FormatsPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.7: INTEGRATE INFORMATION FROM MULTIPLE MEDIA OR FORMATS Step 1Ask a question about the topic in your own words. Step 2Brainstorm key words to search. Step 3Search print and digital texts for the key words or synonyms.table of contents, indexheadings and captionsmenu Step 4STUDY and take notes of key details. Step 5Put the information together to answer your question. SAMPLE SKILL CRITERIA FOR SUCCESS gathers information from at least two different media or formats generates key words that describe the information needed quickly locates information with text features and/or electronic search tools SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to combine information from multiple sources into a single explanation...What did you learn about the main topic from the first source? What did you learn from the second source?Put your two answers together into one answer that tells something about the main topic. cannot identify helpful search terms...What words in the question describe the information you need?What would a heading for information that answers the question be? struggle to answer a question because the answer is not included in the text...Sometimes a question you asks leads to a different or more specific question.What important information did you learn from the text features about the topic?What new question might you ask and answer based on this information? RI.6.7STANDARDIntegrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.SKILLIntegrate Quantitative or Visual InformationPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.7: INTEGRATE QUANTITATIVE OR VISUAL INFORMATION Step 1Ask a question about the topic in your own words. Step 2Search visual elements for information including:photos and drawings.charts, graphs and diagrams. Step 3STUDY the element and say its content in your own words. Step 4Use the quantitative or visual information to answer your question. SAMPLE SKILL CRITERIA FOR SUCCESS answers a question using details from visual/quantitative elements identifies important details about the topic in quantitative or visual features uses text features to quickly locate information and answer the question SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say include information ONLY from the text or ONLY the quantitative/visual features...What additional details did you learn from the quantitative and/or visual features?Which details are similar to those in the words?Which details add something to information in the words?Express your new understanding in a complete sentence. struggle to answer a question because the answer is not included in the text...Sometimes a question you asks leads to a different or more specific question.What important information did you learn from the text features about the topic?What new question might you ask and answer based on this information? RI.6.8STANDARDTrace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.SKILLEvaluate Reasoning and Evidence in an ArgumentPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.8: EVALUATE REASONING AND EVIDENCE IN AN ARGUMENT Step 1What is the topic? Step 2Identify the authors claim Step 3How does the author support their claim? Step 4EVALUATE the argument. Is it supported by reasons?Is it supported by evidence? SAMPLE SKILL CRITERIA FOR SUCCESS states the authors claim identifies any points or evidence to support the claim evaluates whether the argument is supported by reasons or evidence cites textual evidence to support evaluation SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggles to explain whether the reasons and evidence strongly support the argument...Imagine you were making the same argument to a friend who was skeptical. Would the reasons and evidence provided in the text be enough to show that your ideas are correct and sound? Why or why not? cannot evaluate the support for the argument...Reasons Sound?Do the reasons strongly relate to the main point?Are they logical? Do they make sense?Are these reasons enough to prove the claim? Or does the author need more?What clues suggest if the author is objective and trustworthy? Evidence Sufficient and Relevant?What do I learn from the evidence? How does it show that the claim is true?Is the evidence strongly related to the claim?Is there enough evidence to prove the claim? RL.6.9STANDARDCompare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.SKILLCompare and Contrast Approach to Theme/Topic Across Text TypesPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RL.6.9: COMPARE AND CONTRAST APPROACH TO THEME/TOPIC ACROSS TEXT TYPES Step 1What do you know about authors craft in these kinds of texts? Step 2What theme or topic is shared? Look for:THEME: life lessons, problems/solutions, symbols.TOPIC: ideas, situations, problems. ALTERNATE ROW 3 for theme Step 3Compare and contrast the approach to theme.repeating language or symbolsformat and type of details ALTERNATE ROW 3 for topic Step 3Compare and contrast the approach to topicevents, characters, or settingsamount of detail and description SAMPLE SKILL CRITERIA FOR SUCCESS identifies a shared theme or topic explains how the texts approach the shared theme or topic similarly and differently includes accurate text evidence to support comparisons identifies the text type for both works SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say compare the themes or topics instead of the texts approaches to them...Notice the word approach in Reading Thinking Step 3. Then reread the step carefully. What can you find in each text? These elements show the decisions the author made to convey a theme or topic.How does each author tell you what the [themes OR topics] are? What tools does he or she use? Those choices create the texts approach. How are the approaches similar/different between the texts? cannot identify theme or topic...[Match to the LO; Step 2 should be the main misconception supported.]Theme: What is a lesson the main character learns? What is a message the author wants us to think about? Topic: What is the text mostly about? What ideas or details repeat in the words and pictures? RI.6.9STANDARDCompare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person)SKILLCompare and Contrast Authors Presentations of EventsPDF version of this skill coming soon. READING THINKING STEPS ANCHOR CHART RI.6.9: COMPARE AND CONTRAST AUTHORS PRESENTATIONS OF EVENTS Step 1What is the shared topic or event? Step 2Compare and contrast the content.primary or secondary source evidenceamount of detail or evidenceomissions or emphasis Step 3Compare and contrast the structure.1st or 3rd person narrator?sequential?cause and effect?compare and contrast? Step 4Compare and contrast the language and visuals. opinions and evaluative languagefigurative, literal or technical languagequantitative charts or graphsphotographs or illustrations Step 5Synthesize the similarities and differences in presentation. SAMPLE SKILL CRITERIA FOR SUCCESS includes a claim that states how two authors present the same events similarly includes a claim that states how two authors present the same events differently cites accurate evidence from both texts that support both the similarity and the difference describes the shared topic or event SKILL POTENTIAL STUDENT MISCONCEPTIONS AND SCAFFOLDING IDEAS If students...Ask/Say struggle to differentiate content from presentation...Content: Does one author include more details than another?Does one include details about a topic the other author does not?Is there a difference in the kind of evidence the authors use? Does one use more quotes or primary sources? Does one try to put you in the scene?Structure:Are both texts organized the same way? Or is one chronological and the other problem-solution (for example)?Do both texts have the same kind of narrator?Language:Are there feeling or opinion words?Is there a difference in the use of domain-specific vocabulary? struggle to compare organization or structure...What clues to organization and structure are there? Look for signal words and text elements. What important questions does each text answer?What clues to type of narrator are there?

How to do 6.1.4 in codehs. 6.1.3 answer. What is 6.1.

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