

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township

Purpose Statement					
The purpose of this scope and sequence document is to ensure that MSD of Pike Township has a viable and guaranteed English Language Arts curriculum. It is meant to provide the foundational skills, strategies, and concepts necessary for our students to leave Pike Township college and career ready. Please remember that this scope and sequence is based on the Indiana Academic Standards and the typical progress of students. Use your professional judgment when addressing the individual needs of your students. If you need to shorten or lengthen a unit, then do so based on mastery of standards, evidence from your classroom assessments and professional observations. Always consider the students’ need and interest as well as social studies and science content area topics to guide your units of study. Collaborate with your instructional coach and school librarian to plan and implement the units of study, mini-lesson ideas, and instructional resources.					
Components Included in the Scope and Sequence					
Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support
These goals define the necessary habits, skills, and dispositions we want students to know and be able to do when the unit is completed.	The Indiana Academic standards listed represent the priority standards for each unit. Other standards may be taught explicitly or implicitly. Standards will also be spiraled from unit to unit to ensure mastery.	The strategy and skill focus gives guidance for mini-lesson topics and ideas. The goal is for students to gain understanding of these skills/strategies by the end of the unit.	Academic vocabulary includes the words that are needed to understand the content. You will also teach other vocabulary throughout the rest of your day. Assessment vocabulary should be integrated throughout the year. They should be explicitly taught and used regularly.	Professional and mentor text suggestions are provided in this section. Additionally, this is where you will find your connection to the Pearson textbook and Lucy Calkins resources. Ask your school librarian and/or instructional coach for assistance with gathering resources.	Ideas for scaffolding support for striving readers/writers, English learners and special education are provided. Please use your available resources to differentiate for students. Ask your building resource teachers for additional assistance if needed.
Assessment Genre Vocabulary to be taught throughout the year					
<p>Literary Terms: fiction, nonfiction, opinion, theme, lesson/moral, narrator, story, beginning/middle/end, essay, characters, reveal</p> <p>Reading Words: problem, support, details, opinion, captions, author’s purpose, main event/idea, select, development</p> <p>Writing Words: narrative, informative, persuasive, paragraph, transition words, introduction, body, conclusion/concluding statement</p> <p>Thinking Cues: predict, most important, best describes/best explains, explanation, most likely, according to, purpose, based on, illustrate, distinguish, convince, conclude/conclusion, impact</p> <p>Grammar / Usage Terms: subject/predicate, capitalization, sentence, punctuation, interjection, spelling</p> <p>Test Prompts: session, writing task, text box, rubric, passage, excerpt, extended response, editing checklist, constructed response, multiple choice, multiple correct</p>					

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – 1st Nine Weeks

Weeks 1-3	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading</p> <p>Unit of Study:</p> <p>Launching Reader's Workshop with an emphasis on Short Stories</p>	<ul style="list-style-type: none"> Readers independently choose right fit books. Readers develop and continuously reflect and respond to their reading in their reader's notebook. Readers use various comprehension strategies to better understand grade level texts. Readers understand the elements of fiction used by an author to achieve specific effects. Readers think about what they read to better understand themselves and the world around them. Readers improve their vocabulary using a variety of strategies. Readers ask questions beyond basic comprehension that are related to craft and structure as well as integration of knowledge. Readers read paired passages and short texts, to answer constructed responses and open-ended responses. 	<p><u>Indiana Academic Standards</u></p> <p>6.RL.1 6.RL.2.1 6.RL.3.2 6.RL.4.2 6.RV.2.1 6.RV.2.2 6.RV.2.3 6.RV.2.4 6.RV.2.5 6.RV.3.1 6.RV.3.3 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Elements of fiction and short stories Making Connections (Text to text, text to media, text to world, and text to self) Activate schema Reflect and respond to reading Analyze how character, conflict and /or setting affects the resolution Summarization Identify figures of speech Ask and answer questions about a variety of grade level texts Make inferences and support answers using evidence from the text. Make connections from a passage to answer linked questions 	<p>Reflection</p> <p>Genre</p> <p>Visualization</p> <p>Synthesize</p> <p>Infer</p> <p>Plot</p> <p>Setting</p> <p>Protagonist</p> <p>Antagonist</p> <p>Conflict</p> <p>Resolution</p> <p>Theme</p> <p>Point of view</p> <p>First person</p> <p>Third person</p>	<p><u>Collections Close Reader:</u></p> <ul style="list-style-type: none"> Medusa's Head, from The Jumping Tree, The Pod, There Will Come Soft Rains, What Do Fish Have to Do with Anything? <p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>The Library Card</i> by Jerry Spinelli (theme) <i>Eleven</i> by Sandra Cisneros <i>Short Stories by Poe</i> Guys Read Series Baseball in April Yes! We Are Latinos <i>The Day the Crayons Quit</i> <i>Reach for the Stars</i> and other Advice for Life's Journey The Fantastic Flying Books of Mr. Morris Lessmore <i>This is Not My Hat</i> <i>The Girl Who Never Made Mistakes</i> <i>Memoirs of A Goldfish</i> <i>Knock, Knock, My Dads Dream for Me</i> <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> <i>Less is More: Teaching Literature with Short Texts – Grades 6-12</i> by Kimberly Hill Campbell <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast (Double Bubble Map) or cause and effect (Multi-Flow Map)
Weeks 1-3	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study:</p> <p>Launching Writing Workshop: Survey of Different Kinds of Writing in the World (Non-genre specific)</p>	<ul style="list-style-type: none"> Writers use a variety of strategies to assist them in collecting moments that matter to write about. Writers follow the procedure and expectations of Writer's Workshop. Writers know how to work in pairs, small groups, etc.... sharing their writing. Writers review the structures of the three genres of writing. Writers write, on demand, within a designated amount of time. Writers organize their writing to clearly express their ideas and acknowledge different audiences. Writers use 6+1 writing traits to enhance writing. 	<p><u>Indiana Academic Standards</u></p> <p>6.W.1</p> <p><u>Media Literacy Standards</u></p> <p>6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5</p>	<p><u>Writer's Craft</u></p> <ul style="list-style-type: none"> Creative use of punctuation Writers stay on topic Writers expand ideas with details <p><u>6+1 Traits of Writing</u></p> <p>Ideas</p> <p>Sentence Fluency</p> <p>Application of conventions</p>	<p>Writers Workshop</p> <p>Writers Notebook</p> <p>Learning Environment</p> <p>Conferring</p> <p>Mini-lessons</p> <p>Peer/share</p> <p>Independent writing</p> <p>Mentor text</p>	<p><u>Suggested Mentor Text</u></p> <ul style="list-style-type: none"> Any picture with show descriptive settings and character development <ul style="list-style-type: none"> <i>Chicken Soup for the Soul; Statue</i> from Ralph Fletcher; <i>Mr. Entwhistle</i> from Jean Little's <i>Hey World, Here I am; The Elements of Story</i> by Francis Flaherty; <i>The Best Story</i> by Eileen Spinelli; <i>The Truth about Poop</i> by Susan E. Goodman <p><u>Resource/Materials</u></p> <ul style="list-style-type: none"> <i>Books, Lessons, Ideas for Teaching the Six Traits of Writing</i> <i>Lessons for the Writer's Notebook</i> by Ralph Fletcher and JoAnn Portalupi <i>Word Savvy</i> by Max Brand <i>Reviving Disengaged Writers, 5-8</i> by Christopher Lehman <i>How to Start the Year off by Helping Resistant Writers Feel Included</i> by Christopher Lehman YouTube video – A peek inside My Writer's Notebook <i>Helping Students Motivate Themselves</i> by Larry Ferlazzo 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/ their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing (Circle Map) Breaking out into small groups to focus on the individual needs of students

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – 1st Nine Weeks

Weeks 4-9	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading</p> <p>Unit of Study:</p> <p>Realistic Fiction</p>	<ul style="list-style-type: none"> Readers make inferences about what the text says while citing evidence. Readers explain the plot and how characters respond and change: attitudes, their decisions, problems, conflicts, and personality traits. Readers determine the themes across the text by providing details and evidence to write a detailed objective summary. Readers analyze how a part of a text contributes to the structure/development of the theme, setting, character development, or plot. Readers explain how the point of view develops and impacts the mood, tone, and meaning. Readers compare and contrast (paired passages) how authors of different genres approach similar themes and topics. 	<p><u>Indiana Academic Standards</u></p> <p>6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.3.1 6.RL.3.2 6.RL.4.2 6.RV.2.1 6.RV.2.3 6.RV.2.5 6.RV.3.1 6.RV.3.3</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Identify elements of realistic fiction Reflect on characters’ mood and voice Create a plot diagram with conflict and resolution Various author’s messages i.e. theme Make inferences Summarize a theme using details from the story 	<p>Realistic Fiction Character Static and dynamic Round and flat development Plot/Tension Figurative language (simile, metaphor, hyperbole, onomatopoeia, imagery, personification) Mood/Voice Tone/Emotion Theme</p>	<p><u>Collections Close Reader:</u></p> <ul style="list-style-type: none"> from The Jumping Tree, The Pod, There Will Come Soft Rains, What Do Fish Have to Do with Anything? <p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>Okay for Now, Violet the Pilot, The Ok Book</i> <i>The Magnificent Thing</i> <i>Ish</i> <i>Drowned City: Hurricane Katrina and New Orleans</i>-Don Brown <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> Notice and Note- Beers and Probst Comprehension Connections- Tammy Macgregor So, How Do I Know They Really Get It? Cris Tovani <i>Genre Quick Guide</i>, Fountas & Pinnell <i>Genre Study: Teaching Fiction and Nonfiction Books</i>, Fountas & Pinnell <i>Genre Connections</i>, Terry McGregor <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels around the room Give several text introductions Build background knowledge Support sustained reading and deep engagement Use meta-cognitive strategies (e.g. post-its, highlighting) Think Pair Share Reading with a partner who can model fluent reading Using leveled text for small group, independent reading Graphic organizers <ul style="list-style-type: none"> Plot development Character, setting, plot Inference/evidence List of character traits
Weeks 4-9	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study:</p> <p>Narrative Writing</p>	<ul style="list-style-type: none"> Writers work toward independence in their writing. Writers lift the level of their narrative writing by incorporating 6+1 Trait strategies. Writers use a variety of strategies to assist them in collecting moments that matter. Writers establish a point of view, develop a setting, and create believable characters. Writers develop a logical plot which uses transitional phrases/words to move from one event to another. Writers understand that writing is a process and may take time to reach a final product. Writers produce a narrative essay. 	<p><u>Indiana Academic Standards</u></p> <p>6.W.3.3 6.W.4 6.W.6.1 6.W.6.2</p>	<p><u>Writer’s Craft</u></p> <ul style="list-style-type: none"> Speak to the audience Establish a point of view Strong hook Creative dialogue Rich descriptions with clear and vivid actions Use literary techniques- humor, suspense, etc. Understand the characteristics of the genre <p><u>6+1 Traits of Writing</u></p> <p>Ideas Word choice Sentence Fluency</p>	<p>Narrative Personal Experiences Details Sequence Dialogue Transition words Introduction Body Conclusion Revision Peer Editing Memoir Sensory language</p>	<p>Suggested Mentor Text</p> <ul style="list-style-type: none"> Any picture book with descriptive settings and character development <i>Chicken Soup for the Soul; Statue</i> from Ralph Fletcher; <i>Mr. Entwhistle</i> from Jean Little’s <i>Hey World, Here I am; The Elements of Story</i> by Francis Flaherty; <i>The Best Story</i> by Eileen Spinel <i>The Truth about Poop</i> by Susan E. Goodman <p>Resource/Materials</p> <ul style="list-style-type: none"> <i>So, What’s the Story- Jeffery Wilhelm</i> <i>Books, Lessons, Ideas for Teaching the Six Traits of Writing</i> <i>The Writing Thief- Ruth Culham</i> <i>Writing About Reading- Janet Angelillo</i> <i>Fiction Craft Lessons</i> by Ralph Fletcher <i>Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing *</i> <p>http://www.nancyloewen.com/books/bk_3-5.html</p>	<ul style="list-style-type: none"> When teachers have individual writing conferences teachers will individualize these conferences to meet the students’ needs Add picture support to all anchor charts and any labels around the room Use exemplars to model Turn and Talk <ul style="list-style-type: none"> Character traits Good Leads Words that show feeling/emotion Use graphic organizer to plan writing Breaking out into small groups to focus on the individual needs of students

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 10-14	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading</p> <p>Unit of Study:</p> <p>Nonfiction</p>	<ul style="list-style-type: none"> Readers understand the difference between fiction and nonfiction. Readers determine the central idea and details of a text to write a summary. Readers analyze in detail people, events, and ideas in and across texts. Readers determine the significance of the text structures and features used to aid in comprehension. Readers identify the author’s purpose and give examples to support it. Readers compare and contrast how one author presents information compared to another author. 	<p><u>Indiana Academic Standards</u></p> <p>6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.3 6.RN.4.3</p> <p><u>Media Literacy Standards</u></p> <p>6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Identify the central idea is presented through details to provide a summary Identify how are key figures, events, or ideas are displayed in the text Analyze how authors convey their perspective and purpose Use context, structure, and text features to enhance meaning of text 	<p>Central idea Text structure Text features Author’s purpose Excerpts Cause and effect Compare contrast Classification Fact and opinion Caption Side bar Diagram Primary and secondary source Citations</p>	<p><u>Collections Close Reader:</u></p> <ul style="list-style-type: none"> Choking Under Pressure Is Every Athletes Worst Nightmare Face Your Fears and Scare the Phobia Out of Your Brain Bats! Moby –Duck On the Titanic, Defined by What They Wore Community Hero: Chief Wilma Mankiller <p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>Indianapolis Star</i> <i>National Geographic, Sports Illustrated, Scope/Action</i> <i>NewsELA.com</i>, ReadWorks - http://www.readworks.org/ Articles/resources from various databases - http://www.myilibrary.org/PikeM/ Quality trade books – e.g. Scientists in the Field Series <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> <i>Texts and Lessons for Content-Area Reading</i> (75 articles) by Harvey Daniels and Nancy Steineke <i>Energize Research Reading and Writing</i>- Christopher Lehman <i>Reading Nonfiction</i> - Beers and Probst <i>Unlocking Complex Texts</i>- Laura Robb <i>Teaching for Deep Comprehension</i>- Dorn <i>Writing and Analyzing Informational Texts to Make Things Happen</i>- Jeffery Wilhelm <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels around the room Quick, decisive small-group teaching and coaching Give several text introductions Build background knowledge Pair students up to teach one another about different topics Support sustained reading and deep engagement Use meta-cognitive strategies (e.g. post-its, highlighting) Think Pair Share

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 15-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support
<p>Reading</p> <p>Unit of Study: Post-Modern Genres</p> <p>Journalism, Blogging, Graphic Novels, Comics and other alternative forms of non-fiction reading</p>	<ul style="list-style-type: none"> Readers examine and identify the purpose of a variety of post-modern structures in which authors communicate. Readers analyze how authors express ideas and impact society through their chosen text structure. Readers compare and contrast a variety of post-modern texts on the same topic. Readers develop strategies for understanding content in post-modern texts. 	<p>Indiana Academic Standards</p> <p>6.RL.2.2 6.RL.3.2 6.RL.4.2 6.RN.2.2 6.RN.3.2 6.RN.3.3 6.RN.4.2 6.RN.4.3</p> <p>Media Literacy Standards</p> <p>6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p>Tools for Comprehension</p> <ul style="list-style-type: none"> Interpret the author’s message Compare and contrast Use of figurative language Text structure 	<p>Blogging (reflective reading) Playwriting Graphic Novels Comics Entertainment Editorials Poetry Tweets</p>	<p>Suggested Mentor Text</p> <ul style="list-style-type: none"> Examples from IndyStar.com of news columns Example blogs from Internet It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History by James Solheim El Deafo – Cece Bell Anya’s Ghost Doug TenNapel Books Raina Telgemeier Books <p>Resources/Materials</p> <ul style="list-style-type: none"> <u>Collections</u> published by Houghton Mifflin Twitter Teensink.com Blogs/Vlogs PowToon Infographics 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing
Weeks 10-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study: Informational Writing</p>	<ul style="list-style-type: none"> Writers identify a topic of choice and gather informational on topic. Writers use mentor texts as a resource for modeling writing styles and structures. Writers create a clear thesis statement. Writers identify and write for a specific purpose and audience. Writers develop an essay with an introductory, body and concluding paragraphs which logically organizes their information. Writers use text features, concrete details, and precise language to express ideas in the essay. Writers develop lifelong writing habits by learning how to write within different text structures. 	<p>Indiana Academic Standards</p> <p>6.W. 1 6.W 3.2 6.W.4 6.W. 5 6.W 6.1 6.W 6.2</p> <p>Media Literacy Standards</p> <p>6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p>Writer’s Craft</p> <ul style="list-style-type: none"> Appropriate organization structure Coherent thesis statements Use a variety of introduction strategies (anecdote, interesting fact, intriguing questions) Use smooth transitions to enhance meaning of text Revise and edit writing to convey clear information <p>6+1 Traits of Writing</p> <p>Ideas Organization Sentence Fluency Word Choice Application of conventions</p>	<p>Focus Organization Topic Purpose Audience Informative writing Thesis Lead Supporting details Conclusion Appositive Precise language Styles</p>	<p>Suggested Mentor Text</p> <ul style="list-style-type: none"> <i>How I Became a Pirate</i> by Melinda Long <i>Fox</i> by Margaret Wild <i>The Dangerous Book for Boys</i> by Conn & Hal Iggulden <p>Resources/Materials</p> <ul style="list-style-type: none"> <i>Nonfiction Craft Lessons</i>- Ralph Fletcher <i>Getting It Done! Writing and Analyzing Informational Texts to Make Things Happen</i>- Jeffery Wilhelm. <i>Energize Research Reading and Writing</i>- Christopher Lehman <i>Step-by-Step Strategies For Teaching Expository Writing: Engaging Lessons and Activities That Help Students Bring...</i> by Barbara Mariconda <i>Expository Writing (Grades 4-8)</i> by Tara McCarthy <i>Expository Writing, Grades 6-8 (Meeting Writing Standards Series)</i> by Michael Levin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 19-27	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading</p> <p>Unit of Study:</p> <p>Nonfiction</p> <p>Reading to support</p> <p>Argumentative</p> <p>Research paper</p>	<ul style="list-style-type: none"> Readers understand the difference between informative and argumentative texts. Readers make inferences based on evidence. Readers understand and identify authors use of both logical and emotional appeal. Readers identify claims the author supports and doesn't support with evidence from the text. Readers summarize and/or paraphrase focusing on arguments, central ideas and details and claims. Readers identify and analyze the author's purpose/perspective, target audience, and give examples for support. 	<p><u>Indiana Academic Standards</u></p> <p>6.RN.2.1</p> <p>6.RN.2.3</p> <p>6.RN.3.3</p> <p>6.RN.4.1</p> <p>6.RN.4.2</p> <p>6.RN.4.3</p> <p><u>Media Literacy Standards</u></p> <p>6.ML.1</p> <p>6.ML.2.1</p> <p>6.ML.2.2</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Graphic Organizers Note taking strategies Summarize/Paraphrase Identify the claim by providing textual evidence Identify author's perspective and purpose with 2-3 pieces of evidence Draw inferences using evidence Read and re-read for different purpose (e.g. text structure and comprehension). 	<p>Argumentative</p> <p>Primary and secondary source</p> <p>Citations</p> <p>Inference</p> <p>Explanation</p> <p>Claim/Thesis</p> <p>Synthesize</p> <p>Paraphrase</p> <p>Appeal (logical and emotional)</p> <p>Text structure</p> <p>Main idea and details</p> <p>Author's purpose</p> <p>Author's Perspective</p> <p>Evidence</p> <p>Purpose</p>	<p><u>Collections Close Reader:</u></p> <ul style="list-style-type: none"> Views on Zoos Innocent and Imprisoned <p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>Indianapolis Star</i> <i>National Geographic</i> <i>Sports Illustrated</i> <i>Scope/Action</i> ReadWorks - http://www.readworks.org/ Articles and other resources from various databases - http://www.myilibrary.org/PikeM/ Quality trade books – e.g. <i>Scientists in the Field</i> Series Russell Freedman Books Candace Fleming Books <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> Pike Research Model/ Easybib.com <i>Texts and Lessons for Content-Area Reading</i> (75 articles) by Harvey Daniels and Nancy Steineke <i>Writing to Persuade Minilessons to Help Students Plan, Draft, and Revise-</i> Janet Angelillo Opposing Viewpoints Database - http://www.myilibrary.org/PikeM/ <i>Energize Research Reading and Writing-</i> Christopher Lehman <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Have a variety of leveled nonfiction texts available to supplement their topic Model Small groups Plot Charts Graphic Organizers

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 19-27	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study:</p> <p>Research Argumentative Essay</p>	<ul style="list-style-type: none"> Writers know how conduct a research paper that presents ideas coherently while adhering to acceptable research practices. Writers quote and paraphrase while avoiding plagiarism. Writers assess a source’s worth when collecting information from a variety of sources. Writers use a variety of strategies to assist them in writing the argumentative essay. Writers maintain a style and tone for a specific audience and purpose. Writers use 6+1 traits strategies to enhance writing (sentence fluency, word choice, etc.). Writers develop smooth transitions to connect ideas. Writers develop an argumentative essay which has a strong introduction, body paragraphs, and a concluding paragraph. 	<p><u>Indiana Academic Standards</u></p> <p>6.W. 1 6.W.3.1 6.W.4 6.W. 5 6.W 6.1 6.W 6.2</p> <p><u>Media Literacy Standards</u></p> <p>6.ML.1 6.ML.2.1 6.ML.2.2</p>	<p><u>Writer’s Craft</u></p> <ul style="list-style-type: none"> Present information in interesting ways (leads, sentence structure, word choice) Balance cited information with original information Develop strategies to paraphrase questions to clarify what they are being asked to do. Adjust writing style to fit different audiences. Make a claim and support it with evidence that fully develops the claim Use phrases to lead-in to a quote <p><u>6+1 Traits of Writing</u></p> <p>Ideas Voice Organization Word Choice Application of conventions</p>	<p>In-text citations Bibliography MLA Format Thesis Plagiarism Search engine Quote Paraphrase Claim Argumentative Coherent Position Bias Convince Accuracy Debate Credibility Rhetorical device Propaganda Conclude Distinguish</p>	<p><u>Suggested Mentor Texts</u></p> <ul style="list-style-type: none"> <i>The Machine is Using Us</i> by Michael Wesch. (video) <i>The Way Life Works</i> by Mahlon Hoagland and Bert Dodson <i>I am the Dog, I am the Cat</i> by Donald Hall <i>The Best Town in the World</i>_by Byrd Bayler <i>A Pig Parade is a Terrible Idea</i>_by Michael Ian Black <i>Earrings</i>_by Judith Viorst <i>Dear Mrs. LaRue</i>_by Mark Teague <i>My Brother Dan is Delicious</i> <p><u>Resources/Materials</u></p> <ul style="list-style-type: none"> <i>Writing to Persuade Minilessons to Help Students Plan, Draft, and Revise</i>- Janet Angelillo Opposing Viewpoints Database - http://www.myilibrary.org/PikeM/ <i>Research Papers</i> by William Coyle and Joe Law <i>Schaum's Quick Guide to Writing Great Research Papers</i> by Laurie E. Rozakis <i>Can You Convince Me? Developing Persuasive Writing</i> by Emily Manning <i>Energize Research Reading and Writing</i>- Christopher Lehman Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing http://www.nancyloewen.com/books/bk_3-5.html 	<ul style="list-style-type: none"> Use exemplars of writing Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing Using technology to organize information (DraftBuilder 6)

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 28-29	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading Unit of Study: Poetry	<ul style="list-style-type: none"> Readers know correct terminology for parts of a poem. Readers analyze and interpret multiple authors and forms of poetry. Readers recognize symbolism and interpret the meaning of it within the poem. Readers determine an author’s tone in a poem and provide evidence for support. Readers interpret the meaning of figurative language in poems and analyze how different authors use it for different reasons. Readers identify the rhyme and the rhythm of a poem and the impact it has on the poem. Readers compare and contrast poetry to other works of literature on how similar themes and topics are approached. 	<u>Indiana Academic Standards</u> 6.RL .1 6.RL.2.1 6.RL.2.2 6.RL.3.1 6.RL.4.1 6.RL.4.2 6.RV.2.3 6.RV.3.3 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.4.2	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> Interpret the author’s meaning Recognize symbolism and figurative language Analyze the tone and mood then provide textual evidence Identify the theme throughout the poem. Identify words, phrases, lines that support the theme Read and re-read for different purpose (e.g. text structure and comprehension) 	Rhythm Stanza Syllable Poetic Devices (all figurative Language) Alliteration Onomatopoeia Assonance Consonance Rhyme Scheme (AABB, ABAB, ABCB, ABBA) Symbolism Mood/Tone	<u>Collections Close Reader:</u> <ul style="list-style-type: none"> The Light—Ah! The Light Medusa <u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> <i>Hip Hop Speaks to Children a Celebration of Poetry with a Beat</i> edited by Nikki Giovanni <i>I’m Still Here in the Bathtub</i> by Alan Katz <i>Bronx Masquerade</i> by Nikki Grimes <i>Langston Hughes Long Train Ride</i> <i>New Kid on the Block</i> by Jack Prelutsky <i>This is Just to Say</i> Visit the 811 section in any library – so many great things from which to select <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Poetry Ala Carte</i> by Connie Homan Weaver <i>Figuratively Speaking</i> by Delana Heidrick Georgia Heard professional development resources Teen Ink Current published poetry <i>Casey at the Bat</i> <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Anchor Charts: <ul style="list-style-type: none"> Characteristics of Poetry Mood/Tone Figurative Language Read the first line and the last line to get an idea of what it is about Background knowledge – how do you use what you already know?

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 28-29	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study: Poetry</p>	<ul style="list-style-type: none"> Writers know and develop many forms of poetry, not just rhyming and acrostic. Writers use poetry to express feelings and thoughts using voice. Writers generate topics for poetry and realize poems can be about anything. Writers develop a rhyme scheme and rhythm for their poem. Writers develop a theme for their own poems. Writers recognize the use of symbolism and incorporate into their poetry. Writers create a tone in their poems. Writers use elements of figurative language in their poems. Writers make intentional decisions about the format, punctuation, and word choice in their poems. 	<p><u>Indiana Academic Standards</u></p> <p>6.RV.1 6.RV.2 6.RV 2.2 6.RV 2.3 6.RV 3.1 6.RV 3.3 6.W.1 6.W.3.3 6.W.4 6.SL .1 6.SL 2.4</p>	<p><u>Writer's Craft</u></p> <ul style="list-style-type: none"> Craft in various ways Use of imagery Awareness of sound of language Creative use of poetry concepts Vivid word choice <p><u>6+1 Traits of Writing</u></p> <p>Word Choice Structure Voice Application of conventions</p>	<p>Simile Metaphor Onomatopoeia Personification Rhyme Scheme Tone Mood Voice Sensory Words Imagery Repetition Compare/contrast</p>	<p><u>Suggested Mentor Text</u></p> <ul style="list-style-type: none"> <i>Hip Hop Speaks to Children a Celebration of Poetry with a Beat</i> edited by Nikki Giovanni <i>I'm Still Here in the Bathtub</i> by Alan Katz <i>Poetry Ala Carte</i> by Connie Homan Weaver <i>Figuratively Speaking</i> by Delana Heidrick <i>Outspoken!</i> by Michael, Sara Holbrook <p><u>Resource/Materials</u></p> <ul style="list-style-type: none"> <i>Naming the World-</i> Nancie Atwell Readwritethink.org <i>Reading Poetry in the Middle Grades</i> by Paul B. Janeczko Teen Ink Current published poetry Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing * <p>http://www.nancyloewen.com/books/bk_3-5.html</p>	<ul style="list-style-type: none"> Anchor Charts: <ul style="list-style-type: none"> Types of poetry Strategies poets use Figurative language Thinking Maps or graphic organizers Poetry Center- read & write poems with strong feeling, drama, and rhythm

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Week 30	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Reading</p> <p>Unit of Study: Genre Review</p>	<ul style="list-style-type: none"> Readers review test questions before reading the text to set the purpose for reading. Readers think about challenges the main characters face and how he or she resolves them. Readers think about predictable questions: lessons taught (moral) and main idea Readers read a test question and predict the answer before looking at the choices. Readers review strategies they already know about different genres. Readers find evidence from the text to support answers. 	<p><u>Indiana Academic Standards</u></p> <p>6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.3.2 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.3 6.RN.4.1 6.RV.2.1 6.RV.2.3 6.RV.3.1 6.RV.3.2 6.RV.3.3</p>	<p><u>Tools for Comprehension</u></p> <ul style="list-style-type: none"> Use RAISE, Cite/Claim/ Comment Determine meaning of words and phrases: figurative, connotative, and technical meanings Reread for understanding Volume/Stamina Identify the main idea of a text using key details from the text Make inferences and support answers using evidence from the text 	<p>Clarify Combine Compare Contrast Describe Explain Express Revise Sequence Summarize Supporting Details Equation Evaluate Justify Support Simplify Solve Predict</p>	<p><u>Suggested Mentor Text</u></p> <ul style="list-style-type: none"> Any children’s literature in narrative, argumentative, or informative writing ISTEP Scope Magazine NWEA Skills Navigator <p><u>Resource/Materials</u></p> <ul style="list-style-type: none"> <i>Strategies that Work (Chapter 15: The Genre of Test Taking) By Stephanie Harvey and Anne Goudvis</i> <i>ISTEP, Scope Magazine, Cobblestone, Read and Rise, Story Works, Sports Illustrated for Kids</i> Strategies that Work (Chapter 15: The Genre of Test Taking) <i>Texts & Lessons for Content-Area Reading</i> Collections published by Houghton Mifflin Readwritethink.org 	<ul style="list-style-type: none"> When teachers have individual reading conferences teachers will individualize these conferences to meet the students’ needs Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in analyzing the text with one another Use thinking maps techniques or provide graphic organizers to assist students in their thinking about compare and contrast (Double Bubble Map) or cause and effect (Multi-Flow Map) Breaking out into small groups to focus on the individual needs of students
Week 30	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p>Writing Workshop</p> <p>Unit of Study: Writing Review</p>	<ul style="list-style-type: none"> Writers use conventions and grammar correctly. Writers identify what is correct and incorrect. (True or false) Writers and Readers eliminate wrong answers. Writers analyze what language is used in the questions. Writers understand what is the difference between AN answer and the BEST answer. Writers develop strategies to paraphrase questions. What are they asking? Writers analyze how are questions ask the same thing but in different ways? 	<p><u>Indiana Academic Standards</u></p> <p>6.W.6.1 6.W.6.2 6.SL 3.1 6.SL 3.2</p>	<p><u>Skill Review</u></p> <ul style="list-style-type: none"> RAISE, Claim/ Cite/ Comment Determine key vocabulary Preview text Read questions first Read directions carefully 	<p>Supporting evidence Main idea Informative Explanatory Narrative Argumentative Credibility Paraphrase Quoting Time frames Reflective writing R.A.F.T.</p>	<p><u>Suggested Mentor Text</u></p> <ul style="list-style-type: none"> Any children’s literature in narrative, argumentative, or informative writing NWEA Skills Navigator <p><u>Resource/Materials</u></p> <ul style="list-style-type: none"> <i>Strategies that Work (Chapter 15: The Genre of Test Taking) By Stephanie Harvey and Anne Goudvis</i> <i>ISTEP, Scope Magazine, Read and Rise, Story Works, Sports Illustrated for Kids</i> Readwritethink.org 	<ul style="list-style-type: none"> Teachers conduct individual writing conferences in order to meet the students’ needs Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/ rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 31-35	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading <u>Unit of Study:</u> Speculative Cross-Genre Fiction Sci-fi, Mythology, or Fantasy	<ul style="list-style-type: none"> Readers explore and identify the characteristics of fantasy, mythology, or sci-fi and subgenres: fable, myth, tales, legends, fairytales, and folklore. Readers identify the impact that plot, setting, characters, and moral/theme have on one another. Readers analyze the setting and understand its importance to the plot. Readers analyze the development of themes throughout a text in order to write a detailed summary. Readers make inferences about what the text says while citing evidence for support. Readers analyze how a part of a text contributes to the structure/development of the theme, setting, character development, or plot. 	<u>Indiana Academic Standards</u> 6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.3.1 6.RL.4.1 6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5 6.SL.3.1 6.SL.3.2 6.SL.4.1 6.SL.4.2	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> Literary elements impact on one another Make and revise inferences and support answers using evidence from the text Identify theme(s) based on how characters change or how they respond to challenges in the story, series, or chapters. Compare and contrast stories with similar themes and topics. Distinguish personal point-of-view from that of the narrator/character. 	Fantasy Plot Fable Moral Character Setting Hero/Heroine Folklore Perspective Conflict Tales Fairytales Theme Resolution Legend Myth Problem	<u>Collections Close Reader:</u> <ul style="list-style-type: none"> There Will Come Soft Rains <u>Suggested Mentor Texts</u> <ul style="list-style-type: none"> Mythlopedia series – fantastic ready reference source Mythic misadventures series Myth-O-Mania series <i>School for Good and Evil</i> <i>Jinx, Bad Unicorn, The False Prince</i> <i>The Testing Series</i> <i>Percy Jackson’s Greek Gods</i> (each chapter is a myth, so you can pick and choose and its told from his point of view, so it’s funny!) <i>The Chronicles of Harris Burdick: 14 amazing authors tell the tales (the picture book from our childhood but with stories)</i> <u>Resources/Materials</u> <ul style="list-style-type: none"> <i>Genre Quick Guide</i>, Fountas & Pinnell <i>Genre Prompting Guide for Fiction</i>, Fountas & Pinnell <i>Genre Study: Teaching Fiction and Nonfiction Books</i>, Fountas & Pinnell <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Have a variety of leveled texts available to supplement their reading of the science content Small groups Plot Charts Graphic Organizers

Weeks 31-35	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Creative Writing	<ul style="list-style-type: none">Writers develop a fluency with writing.Writers use a variety of strategies to assist them in the writing process.Writers use words and sentences creatively to emphasize particular details.Writers take control of their writing by determining which type of writing best expresses their ideas.Writers select the point of view or perspective that articulates the message/point.	<u>Indiana Academic Standards</u> 6.W.1 6.W.3.3 6.W.4 6.W.6.1 6.W.6.2 6.SL.3.1 6.SL.1 <u>Media Literacy Standards</u> 6.M.L.1 6.ML.2.1 6.ML.2.2	<u>Writer's Craft</u> <ul style="list-style-type: none">Audience/PurposeSensory detailsIntentional dialogue <u>6+1 Traits of Writing</u> <ul style="list-style-type: none">IdeasOrganizationVoiceWord ChoiceApplication of conventions	Fluency Intrinsic motivation Independent writing Rehearsing Format Voice Organization	<u>Suggested Mentor Text</u> <ul style="list-style-type: none"><i>Charles by Shirley Jackson</i><i>Sorry Wrong Number</i><i>Martian Chronicles</i><i>All-American Slurp</i><i>Enemy Pie</i> <u>Resources/Materials</u> Any resource listed above Teen Ink Current published short story collections Nancy Loewen Writers Toolbox Series Picture Books—each one is on a type of writing * http://www.nancyloewen.com/books/bk_3-5.html	<ul style="list-style-type: none">Add picture support to all anchor charts and any labels that you have around the roomUse peer partners to engage students in telling/rehearsing their storiesUse thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing

6th Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 36	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Reading Unit of Study: Launching Summer Reading	<ul style="list-style-type: none"> Readers locate ways to find reading material over the summer (local library, Overdrive, free resources). Readers make connections how summer reading impacts their scholarly lives. Readers identify authors, characters, or series that they enjoy. Readers form connections with not just books but also with the authors Readers develop strategies to read between the lines to understand what the author is saying. Readers identify that authors use the same writing styles in multiple novels. 	<u>Indiana Academic Standards</u> 6.RL.2.2 6.RL.3.2 6.RL.4.2 6.RN.2.2 6.RN.3.2 6.RN.3.3 6.RN.4.2 6.RN.4.3	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> Discuss connections formed with authors How books and authors affect our lives Choose books based on the author 	Connections Author Study Compare and Contrast Theme Static/Dynamic Characters Protagonist/Antagonist relationships	<u>Suggested Mentor Text</u> <ul style="list-style-type: none"> <i>Charles by Shirley Jackson</i> <i>Sorry Wrong Number</i> <i>Martian Chronicles</i> <i>All-American Slurp</i> <i>Enemy Pie</i> <u>Resources/Materials</u> <ul style="list-style-type: none"> <u>Collections</u> published by Houghton Mifflin 	<ul style="list-style-type: none"> Add picture support to all anchor charts and any labels that you have around the room Use peer partners to engage students in telling/rehearsing their stories Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing
Weeks 36	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
Writing Workshop Unit of Study: Launching Summer Writing	<ul style="list-style-type: none"> Writers use a variety of strategies to assist them in the writing process. Writers gather ideas to write about during the summer. Writers will work toward independence in their writing. Writers will develop a relationship, fluency, and confidence with writing. Writers will collect lifelong writing habits. Writers will acknowledge and adjust writing styles to fit different audiences. Writers will adjust format to fit specific needs. Writers will write from real-life experiences. Writers will write on their own without prompting 	<u>Indiana Academic Standards</u> 6.W.3.1 6.W.3.2 6.W.3.3 6.W. 4 6.W.6.1 6.W.6.2	<u>Writer's Craft</u> <ul style="list-style-type: none"> Writing from the heart Writing for yourself <u>6+1 Traits of Writing</u> <ul style="list-style-type: none"> Voice Organization Word Choice 	Independent writing Fluency Generating Rehearsing Planning Drafting Revising Editing Publishing Mentor texts Intrinsic motivation Role Audience Format Topic	<u>Suggested Mentor Text</u> <ul style="list-style-type: none"> <i>Charles by Shirley Jackson</i> <i>Sorry Wrong Number</i> <i>Martian Chronicles</i> <i>All-American Slurp</i> <i>Enemy Pie</i> <u>Resources/Materials</u> <ul style="list-style-type: none"> The Art of Teaching Writing by Lucy Calkins A Curricular Plan for the Writing Workshop by Lucy Calkins 	<ul style="list-style-type: none"> Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing

READING

LEARNING OUTCOME	RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
KEY IDEAS AND TEXTUAL SUPPORT	RL.2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
	6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.	9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
	6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	9-10.RL.2.3: Analyze how dynamic characters (e.g., <i>those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	6.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>

STRUCTURAL ELEMENTS AND ORGANIZATION	RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION			
	Build comprehension and appreciation of literature, using knowledge of literary structure and point of view			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.</p> <p>6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.</p>	<p>7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.</p> <p>7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p>8.RL.3.1: Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.</p> <p>8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.</p>	<p>9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., <i>parallel episodes</i>), and manipulate time (e.g., <i>pacing, flashbacks</i>) create such effects as mystery, tension, or surprise.</p> <p>9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., <i>created through the use of dramatic irony</i>).</p>
SYNTHESIS AND CONNECTION OF IDEAS	RL.4: SYNTHESIS AND CONNECTION OF IDEAS			
	Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p> <p>6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.</p>	<p>7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).</p> <p>7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.</p>	<p>9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.</p> <p>9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>

READING: *Nonfiction*

LEARNING OUTCOME	RN.1: LEARNING OUTCOME FOR READING NONFICTION			
	Read and comprehend a variety of nonfiction independently and proficiently			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.	7.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.	8.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.	9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.
	RN.2: KEY IDEAS AND TEXTUAL SUPPORT			
KEY IDEAS AND TEXTUAL SUPPORT	Extract and construct meaning from nonfiction texts using a range of comprehension skills			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
	6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.	9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
	6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., <i>through examples or anecdotes</i>).	7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).	8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.	9-10.RN.2.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STRUCTURAL ELEMENTS AND ORGANIZATION	RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION			
	Build understanding of nonfiction text, using knowledge of structural organization and author's purpose and message			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RN.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RN.3.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	9-10.RN.3.2: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
SYNTHESIS AND CONNECTION OF IDEAS	6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	7.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.	8.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
	RN.4: SYNTHESIS AND CONNECTION OF IDEAS			
	Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	7.RN.4.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.	8.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	6.RN.4.2: Integrate information presented in different media or formats (e.g., <i>visually, quantitatively, verbally</i>) to demonstrate a coherent understanding of a topic or issue.	7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).	8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.	9-10.RN.4.2: Analyze various accounts of a subject told in different mediums (e.g., <i>a person's life story in both print and multimedia</i>), determining which details are emphasized in each account.
	6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	7.RN.4.3: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RN.4.3: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: Vocabulary

LEARNING OUTCOME	RV.1: LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RV.1: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VOCABULARY BUILDING	RV.2: VOCABULARY BUILDING Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	8.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.
	6.RV.2.2: Use the relationship between particular words (e.g., <i>cause/effect</i> , <i>part/whole</i> , <i>item/category</i>) to better understand each of the words.	7.RV.2.2: Use the relationship between particular words (e.g., <i>synonym/antonym</i> , <i>analogy</i>) to better understand each of the words.	8.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	6.RV.2.3: Distinguish among the connotations of words with similar denotations.	7.RV.2.3: Distinguish among the connotations of words with similar denotations.	8.RV.2.3: Distinguish among the connotations of words with similar denotations.	9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.
	6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	8.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>).
	6.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	7.RV.2.5: Consult general and specialized reference materials, both print and digital (e.g., <i>dictionary</i> , <i>thesaurus</i> , <i>style guide</i>), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.	9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

VOCABULARY IN LITERATURE AND NONFICTION TEXTS	RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS			
	Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) within a story, poem, or play.	8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
	6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	7.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., <i>how the language of a court opinion differs from that of a newspaper</i>).
	6.RV.3.3: Interpret figures of speech (e.g., <i>personification</i>) in context.	7.RV.3.3: Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i>) in context.	8.RV.3.3: Interpret figures of speech (e.g., <i>verbal irony, puns</i>) in context.	9-10.RV.3.3: Interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text.

WRITING

LEARNING OUTCOME	W.1: LEARNING OUTCOME FOR WRITING			
	Write effectively for a variety of tasks, purposes, and audiences			
HANDWRITING	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	7.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	8.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
	W.2: HANDWRITING			
	Demonstrate the ability to write legibly			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>

ARGUMENTATIVE	W.3: WRITING GENRES:			
	Develop and refine writing skills by writing for different purposes and to specific audiences or people			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<p>6.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. ● Use an organizational structure to group related ideas that support the argument. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. ● Provide a concluding statement or section that follows from the argument presented. 	<p>7.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>8.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. 	<p>9-10.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.

INFORMATIVE	<p>6.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented. 	<p>7.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>8.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>9-10.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).
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NARRATIVE	<p>6.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). ● Organize an event sequence (e.g. <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events. 	<p>7.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>8.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events. 	<p>9-10.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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THE WRITING PROCESS	W.4: THE WRITING PROCESS			
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.4: Apply the writing process to – <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing. 	7.W.4: Apply the writing process to – <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources. 	8.W.4: Apply the writing process to – <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently. 	9-10.W.4: Apply the writing process to – <ul style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., <i>use of publishing programs, integration of multimedia</i>).
	W.5: THE RESEARCH PROCESS			
FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION	Build knowledge about the research process and the topic under study by conducting research			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>). Gather relevant information from multiple sources, and annotate sources. Assess the credibility of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and provide basic bibliographic information for sources. Present information, choosing from a variety of formats. 	7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats. 	8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats. 	9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. Assess the usefulness of each source in answering the research question. Synthesize and integrate information into the text selectively to maintain the flow of ideas. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA, APA</i>) for citation. Present information, choosing from a variety of formats.
	W.6: CONVENTIONS OF STANDARD ENGLISH			
	Demonstrate command of the conventions of standard English			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10

GRAMMAR AND USAGE	6.W.6.1: Demonstrate command of English grammar and usage, focusing on:	7.W.6.1: Demonstrate command of English grammar and usage, focusing on:	8.W.6.1: Demonstrate command of English grammar and usage, focusing on:	9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:
	6.W.6.1a: Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).	7.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1b: Verbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement.	8.W.6.1b: Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.	9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
	6.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1c: Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.1d: Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.	8.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.	8.W.6.1e: Usage – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.1e: Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
CAPITALIZATION, PUNCTUATION, AND SPELLING	6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	7.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	6.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	6.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Using semicolons to connect main clauses and colons to introduce a list or quotation. 	7.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using commas with subordinate clauses. 	8.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. 	9-10.W.6.2b: Punctuation – <ul style="list-style-type: none"> Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
	6.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	7.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	8.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	9-10.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>

SPEAKING AND LISTENING

LEARNER RATING	SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING			
	Refine and apply effective communication skills through speaking and active listening			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10

	6.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	7.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	8.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.
DISCUSSION AND COLLABORATION	SL.2: DISCUSSION AND COLLABORATION			
	Refine and apply reciprocal communication skills by participating in a range of collaborative discussions			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	7.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	8.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.	9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
	6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
	6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	8.SL.2.3: Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	9-10.SL.2.3: Work with peers to set rules for collegial discussions and decision-making (e.g., <i>informal consensus, taking votes on key issues, presentation of alternate views</i>), clear goals and deadlines, and individual roles as needed.
	6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	7.SL.2.4: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	9-10.SL.2.4: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.	8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

COMPREHENSION	SL.3: COMPREHENSION			
	Refine and apply active listening and interpretation skills using various strategies			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.SL.3.1: Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study.	7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how the ideas clarify a topic, text, or issue under study.	8.SL.3.1: Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation.	9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) evaluating the credibility and accuracy of each source.
	6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	9-10.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
PRESENTATION OF KNOWLEDGE AND IDEAS	SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS			
	Refine and apply speaking skills to communicate ideas effectively in a variety of situations			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	9-10.SL.4.1: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	6.SL.4.2: Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i>) and visual displays in presentations to clarify information.	7.SL.4.2: Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.
	6.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	7.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	8.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	9-10.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>

MEDIA LITERACY

LEARNING OUTCOME	ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	7.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	8.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
MEDIA LITERACY	ML.2: MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.	7.ML.2.1: Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.	9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
	6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., <i>where it is placed, when it runs, etc.</i>)	7.ML.2.2: Analyze the ways that the media use words and images to attract the public's attention.	8.ML.2.2: Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.