

8<sup>th</sup> 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 other 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 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 your Literature 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><b>Literary Terms:</b> fiction, nonfiction, opinion, theme, lesson/moral, narrator, story, beginning/middle/end, essay, characters, reveal</p> <p><b>Reading Words:</b> problem, support, details, opinion, captions, author’s purpose, main event/idea, select, development</p> <p><b>Writing Words:</b> narrative, informative, persuasive, paragraph, transition words, introduction, body, conclusion/concluding statement</p> <p><b>Thinking Cues:</b> predict, most important, best describes/best explains, explanation, most likely, according to, purpose, based on, illustrate, distinguish, convince, conclude/conclusion, impact</p> <p><b>Grammar / Usage Terms:</b> subject/predicate, capitalization, sentence, punctuation, interjection, spelling</p> <p><b>Test Prompts:</b> session, writing task, text box, rubric, passage, excerpt, extended response, editing checklist, constructed response, multiple choice, multiple correct</p>					

## 8<sup>th</sup> Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – First Nine Weeks

Weeks 1-3	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Getting to Know Your Students through using Short Stories	<ul style="list-style-type: none"> <li>Readers develop practices that adult readers use while reading.</li> <li>Readers discuss what they are reading with others by retelling and consciously deciding what details should be shared from the plot and about characters.</li> <li>Readers identify character development (motivations, feelings, etc.) through interpreting and reflecting on the text by providing evidence.</li> <li>Readers analyze the themes throughout the text and provide evidence for support.</li> <li>Readers use close reading to analyze how literary elements affect the story.</li> </ul>	<u>Indiana Academic Standards</u> 8.RL 2.1 8.RL 2.2 8.RL 2.3 8.RL 3.1 8.RL 3.2 8.RV 3.1 8.SL 2.1 8.SL 2.2 8.SL 2.3 8.SL 2.4 8.SL 2.5	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> <li>Review plot and story elements</li> <li>Making Thinking Visible (MTV)</li> <li>Close Reading Strategies</li> <li>Make inferences</li> </ul>	plot subplots inference theme characterization (direct/indirect) dialogue tone	<u>Suggested Mentor Texts</u> “Broken Chain” by Gary Soto “The Landlady” by Roald Dahl “The Monkey’s Paw” by W.W. Jacobs “The Third Wish” by Joan Aiken <i>Pick Up Game</i> <i>Girl Meets Boy</i> <u>Resources/Materials</u> Lucy Calkins <i>Curricular Calendar, 8th Reading, Unit 1 Deeper Reading-</i> Kelly Gallagher <i>Inside the Writer’s-Reader’s Notebook: A Workshop Essential</i> by Linda Rief <i>Speaking Volumes: How to Get Students Discussing Books</i> by Barry Gilmore <u>Inside</u> published by National Geographic and Cengage Learning	<ul style="list-style-type: none"> <li>Add picture support to all anchor charts and any labels that you have around the room</li> <li>Use peer partners to engage students in analyzing the text with one another</li> <li>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)</li> </ul>
Weeks 4-10	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Nonfiction Reading:	<ul style="list-style-type: none"> <li>Readers identify the central ideas and supportive details to synthesize the author’s purpose.</li> <li>Readers activate prior knowledge while reading to aid in comprehension.</li> <li>Readers analyze the text structure and features of text to aid in comprehension.</li> <li>Readers use vocabulary strategies to identify unknown words.</li> <li>Readers research a topic of interest and find multiple sources then plan for their writing.</li> </ul>	<u>Indiana Academic Standards</u> 8.RN 1 8.RN 2.1 8.RN 2.2 8.RN 3.2 8.RN 4.1 8.RN 4.2 8.RN 4.3 8.RV 2.1 8.RV 2.4 8.RV 2.5	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> <li>Read whole texts to learn all that the author wants to teach (synthesis).</li> <li>Uses context to determine meanings of words</li> <li>Word meanings in context</li> <li>Make connections from a passage to answer linked questions</li> </ul>	nonfiction text features text structures graphic organizers synthesizing infer sources	<u>Suggested Mentor Texts</u> <i>Archie’s War: My Scrapbook of the First World War</i> by Archie Albright <i>What Color is My World? The Lost History of African American Inventors</i> by Kareem Abdul-Jabbar <i>Titanic Sinks!</i> By Barry Deneberg <i>City: A Story of Roman Planning and Construction</i> by David Macauley <i>Ubiquitous: Celebrating Nature’s Survivors</i> by Joyce Sidman <i>Bugwise</i> by Pamela Hickman and Judie Shore <i>Cactus Hotel</i> by Brenda Guiberson ReadWorks - <a href="http://www.readworks.org/">http://www.readworks.org/</a> Articles and other resources from various databases - <a href="http://www.mylibrary.org/PikeM/">http://www.mylibrary.org/PikeM/</a> Quality trade books – e.g. Scientists in the Field Series Russell Freedman or Candace Fleming books <i>Prisoner B-3087</i> -by Ruth Gruener, Alan Gratz and Jack Gruener <u>Resources/Materials</u> Calkins Curricular Calendar, Reading Workshop, Unit Three, <i>Nonfiction Reading</i> <u>Inside</u> published by National Geographic and Cengage Learning	<ul style="list-style-type: none"> <li>Add picture support to all anchor charts and any labels that you have around the room</li> <li>Use peer partners to engage students in analyzing the text with one another</li> <li>Use thinking maps techniques or provide graphic organizers to assist students in their thinking</li> <li>Breaking out into small groups to focus on the individual needs of students</li> <li>When teachers have individual writing conferences teachers will individualize these conferences to meet the students’ needs</li> </ul>

## 8<sup>th</sup> Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – First Nine Weeks

Weeks 4-10	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Writing Workshop</b>  <b>Unit of Study:</b>  Informational Writing	<ul style="list-style-type: none"> <li>Writers research a topic of interest and find multiple sources then plan for their writing.</li> <li>Writers aim to share their expertise about a topic because it teaches others interesting and important information about that topic.</li> <li>Writers analyze information by using evidence to evaluate the information and target audience.</li> <li>Writers develop a concise thesis statement to guide their writing.</li> <li>Writers understand the function of different paragraphs within the essay (intro, body, and conclusion).</li> <li>Writers develop an informative writing piece.</li> </ul>	<u><b>Indiana Academic Standards</b></u> 8..W.1 8.W 3.2 8.W. 4 8.W.5 8.W 6.1 8.W.6.2  <u><b>Media Literacy Standards</b></u> 8.ML 1 8.ML 2.1 8.ML 2.2	<u><b>Writer’s Craft</b></u> <ul style="list-style-type: none"> <li>Interesting narrow topic</li> <li>Develop solid thesis statement</li> <li>Develop intriguing topic sentences</li> <li>Use direct quotes which weave smoothly in and out</li> <li>Use smooth transitions to enhance meaning of text</li> <li>Revise and edit writing to convey clear information</li> </ul> <u><b>6+1 Traits of Writing</b></u> Ideas Organization Sentence Fluency Word Choice Application of convention	informational text sub-topic teaser/hook thesis statement topic sentence supporting details conclusion sentence transition sentence sequence chronological order direct quote parenthetical citation works cited page MLA copyright plagiarism evidence purpose	<u><b>Suggested Mentor Texts</b></u> Variety of types of informational texts such as: <i>Archie’s War: My Scrapbook of the First World War</i> by Archie Albright <i>What Color is My World? The Lost History of African American Inventors</i> by Kareem Abdul-Jabbar <i>Titanic Sinks!</i> By Barry Deneberg <i>City: A Story of Roman Planning and Construction</i> by David Macauley <i>Ubiquitous: Celebrating Nature’s Survivors</i> by Joyce Sidman <i>Bugwise</i> by Pamela Hickman and Judie Shore <i>Cactus Hotel</i> by Brenda Guiberson  <u><b>Resources/Materials</b></u> MLA Handbook www.skillswise.com Pike Research Model <i>Get It Done: Writing and Analyzing Informational Texts to Make Things Happen</i> by Wilhelm, Smith and Fredricksen <i>Nonfiction Craft Lesson- Fletcher</i> <i>The Quality of Writing- Fletcher</i>	<ul style="list-style-type: none"> <li>Add picture support to all anchor charts and any labels that you have around the room</li> <li>Use peer partners to engage students in telling/rehearsing their stories</li> <li>Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing</li> <li>When teachers have individual writing conferences teachers will individualize these conferences to meet the students’ needs</li> <li>Breaking out into small groups to focus on the individual needs of students</li> </ul>

## 8<sup>th</sup> Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Second Nine Weeks

Weeks 11-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Memoir	<ul style="list-style-type: none"> <li>Readers differentiate between narrative, memoir, and nonfiction characteristics.</li> <li>Readers draw conclusions between events and people in memoirs and nonfiction articles of the time period.</li> <li>Readers analyze the author's relationships (interaction, dialogue) between characters and their connections with social/world issues move events forward in the plot.</li> <li>Readers make inferences based on how one literary element impacts another literary element using evidence from the text for support.</li> <li>Readers synthesize the author's life events to understand the author's message within the memoir and make connections across memoirs.</li> </ul>	<b>Indiana Academic Standards</b> 8.RL.1 8.RL 2.1 8.RN.2.2 8.RL.2.2 8.RL 3.2 8.RL 4.1 8.RL 4.2 8.RL 4.3 8.RV 2.1 8.RV 2.4 8.RV 2.5	<b>Tools for Comprehension</b> <ul style="list-style-type: none"> <li>Synthesize information from text</li> <li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text (analysis).</li> <li>Use context to determine meanings of words</li> <li>Identify central idea/themes</li> <li>Explain how dialogue/interactions moves the plot forward and contributes to the theme, characters, setting and plot</li> </ul>	memoir details audience transitions tone voice	<b>Suggested Mentor Texts</b> <i>"Statue" from Marshfield Dreams- Ralph Fletcher</i> <i>I Love You, Mrs. Huddleston</i> <i>I am Malala</i> <i>Boy: Tales of Childhood-Dahl</i> <i>Bad Boy: A Memoir- Myers</i> <i>Knots in My Yo-yo String-Jerry Spinelli</i> <i>Warriors Don't Cry</i> <i>Red Scarf Girl</i> <i>Fishcheeks</i> <i>A Litany</i>  <b>Resources/Materials</b> Read short nonfiction at <a href="#">Brevity</a> . Read samples of memoirs or submit your own to <a href="#">Hippocampus</a> . Listen to true stories, shared, live at the <a href="#">Moth</a> . <a href="#">Inside</a> published by National Geographic and Cengage Learning	<ul style="list-style-type: none"> <li>Give several text introductions</li> <li>Build background knowledge</li> <li>Support sustained reading and deep engagement</li> <li>Use meta-cognitive strategies (e.g. post-its, highlighting)</li> <li>Think Pair Share</li> <li>Reading with a partner who can model fluent reading</li> <li>Using leveled text for small group, independent reading</li> <li>Graphic organizers</li> <li>Plot development</li> <li>Character, setting, plot</li> <li>Inference/evidence</li> </ul>

Weeks 11-18	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Writing Workshop</b>  <b>Unit of Study:</b>  Memoir Writing	<ul style="list-style-type: none"> <li>Writers learn how to pull from their own lives to show depths of idea development supported by elaborate details.</li> <li>Writers use a suitable tone to appeal to the audience and set the mood.</li> <li>Writers include narrative techniques (dialogue, pacing, descriptions etc....) to capture the audience.</li> <li>Writers choose precise words, sensory words, and descriptive details to develop the events.</li> <li>Writers use mentor texts (digital and print) to identify and adjust their style for specific audiences and purposes.</li> <li>Writers use a logical and coherent organizational structure.</li> </ul>	<b>Indiana Academic Standards</b> 8.W.1 8.W.3.3 8.W.4 8.W.6.1 8.W.6.2 8.SL.3.2 8.SL.4.1  <b>Media Literacy Standards</b> ML. 1 ML 2.1 ML 2.2	<b>Writer's Craft</b> <ul style="list-style-type: none"> <li>Write about their life</li> <li>Develop events and characters with rich descriptions with clear and vivid actions</li> <li>Narration vs. dialogue</li> <li>Varied sentence patterns</li> <li>Use literary techniques- humor, suspense, etc.</li> </ul> <b>6+1 Traits of Writing</b> Ideas Voice Sentence Fluency Word Choice Application of conventions	memoir details audience transitions tone voice	<b>Suggested Mentor Texts</b> <i>I Love You, Mrs. Huddleston</i> <i>I am Malala</i> <i>Boy: Tales of Childhood-Dahl</i> <i>Bad Boy: A Memoir- Myers</i> <i>Knots in My Yo-yo String-Jerry Spinelli</i> <i>Warriors Don't Cry</i> <i>Red Scarf Girl</i> <i>Fishcheeks</i> <i>A Litany</i>  <b>Resources/Materials</b> <i>Reviving Disengaged Writers, 5-8</i> , by Christopher Lehman <i>Teaching Middle School Writers</i> by Laura Robb <i>So, What's the Story</i> by Fredricksen, Wilhelm, & Smith <a href="#">Craft Lessons</a> by Ralph Fletcher and JoAnn Portalupi (68, 72) Barry Lane - <a href="#">Reviser's Toolbox</a>	<ul style="list-style-type: none"> <li>When teachers have individual writing conferences teachers will individualize these conferences to meet the students' needs</li> <li>Add picture support to all anchor charts and any labels around the room</li> <li>Use exemplars to model</li> <li>Thinking maps/ Graphic Organizers to plan writing</li> <li>Annotations of text</li> <li>Peer partners for revising and editing</li> </ul>

## 8<sup>th</sup> Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Third Nine Weeks

Weeks 19-22	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Literary Analysis	<ul style="list-style-type: none"> <li>Readers deepen their understanding by analyzing and interpreting the literary elements: characters, theme, literary devices, author’s message, tone, setting and symbolism.</li> <li>Readers deduce the connections between parallel plot lines.</li> <li>Readers compare and contrast themes within and between texts.</li> <li>Readers use evidence to support all findings during analysis.</li> <li>Readers develop their ideas during literary analysis and make written claims.</li> </ul>	<b>Indiana Academic Standards</b> 8.RL.1 8.RL.2.1 8.RL.2.2 8.RL.3.1 8.RL.4.1 8.W.1	<b>Tools for Comprehension</b> <ul style="list-style-type: none"> <li>Analyze text by making inferences</li> <li>Identify theme in text.</li> <li>Compare and contrast paired texts</li> <li>Summarize/Paraphrase</li> <li>Understanding literary devices to highlight themes</li> <li>Analyze the point of view</li> </ul>	Parallelism Paraphrase Inference Theme Synthesize Predictions Literal meaning Figurative meaning Idiom/Analogy Metaphor/Simile Symbolism Allusion Tone	<b>Suggested Mentor Texts</b> <i>Moon over Manifest</i> by Clare Vanderpool <i>Turtle in Paradise</i> by Jennifer L. Holm <i>Heart of a Samurai</i> by Margi Preus <i>Anne Frank; Diary of a Young Girl</i> by Anne Frank <i>When You Reach Me</i> by Rebecca Stead <i>Night</i> by Elie Wiesel <i>The Adventures of Huckleberry Finn</i> Or any books from the IDOE recommended list. <b>Resources/Materials</b> Calkins Curricular Calendar, Reading Workshop, Unit Six, <i>Reading for High School: Applying Strategies to Challenging Texts and The Literary Analysis Unit 2</i> <i>Genre Study</i> , Fountas & Pinnell <i>Inside</i> published by National Geographic and Cengage Learning Lucy Calkins- The Literary Essay	<ul style="list-style-type: none"> <li>When teachers have individual writing conferences teachers will individualize these conferences to meet the students’ needs</li> <li>Add picture support to all anchor charts and any labels around the room</li> <li>Use exemplars to model</li> <li>Thinking maps/ Graphic Organizers to plan writing</li> <li>Annotations of text</li> <li>Peer partners for revising and editing</li> </ul>
Weeks 23- 30	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Nonfiction Reading  Research for Argumentative Essay	<ul style="list-style-type: none"> <li>Readers understand how to collect ideas from various sources and choose the most reliable.</li> <li>Readers discuss topics with authority and debate the pros and cons of controversial subjects.</li> <li>Readers analyze texts for accuracy and credibility.</li> <li>Readers analyze information by using evidence to evaluate the information.</li> <li>Readers identify the author’s purpose and perspective by providing evidence.</li> <li>Readers identify the text structure to enhance meaning.</li> <li>Readers identify the central ideas and supporting details of a text.</li> <li>Readers summarize/paraphrase information in their own words.</li> </ul>	<b>Indiana Academic Standards</b> 8.RN.2.1 8.RN.2.2 8.RN.2.3 8.RN.3.2 8.RN.3.3 8.RN.4.1 8.RN.4.3  <b>Media Literacy Standards</b> 8.ML.1 8.ML.2.1	<b>Tools for Comprehension</b> <ul style="list-style-type: none"> <li>Draw conclusions about various research topics.</li> <li>Understand the text structures of various research pieces in order to further enhance understanding.</li> <li>Analyze text for credibility and accuracy</li> <li>Identify author’s perspective</li> <li>Draw inferences</li> </ul>	Research Reliable Support Evidence Analyze	<b>Suggested Mentor Texts</b> <i>14 Cows for America</i> by Carmen Deedy <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman <i>Truce: The Day the Soldiers Stopped Fighting</i> by Jim Murphy <i>The Man-Eating Tigers of Sundarbans</i> by Sy Montgomery <i>They Mysteries of Angkor Wat: Exploring Cambodia’s Ancient Temple</i> by Richard Sobol Opposing Viewpoints Database - <a href="http://www.mylibrary.org/PikeM/NewsELA.com">http://www.mylibrary.org/PikeM/NewsELA.com</a> - Pro-Con  <b>Resources/Materials</b> <i>A Curricular Plan for the Reading Workshop, Grade 8, 2011-2012</i> by Lucy Calkins <a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a> (click on Resources tab) <i>Get it Done! Writing and Analyzing Informational Texts to make Things Happen</i> by Wilhelm, Smith, and Fredricksen <i>Writing to Persuade Minilessons to Help, Plan, Draft and Revise- Angelillo</i> <i>The Writing Thief- Ruth Culham</i> <i>Inside</i> published by National Geographic and Cengage Learning	<ul style="list-style-type: none"> <li>Pre-teach vocabulary</li> <li>Build background knowledge</li> <li>Pair students up to teach one another about different topics</li> <li>Model reading</li> <li>Use visuals</li> <li>Quick, decisive small-group teaching and coaching</li> <li>Support sustained reading and deep engagement</li> <li>Use meta-cognitive strategies (e.g. post-its, highlighting)</li> <li>Have a variety of leveled nonfiction texts available to supplement their topic</li> <li>Build on prior knowledge</li> <li>Model the research process</li> <li>Small groups</li> </ul>

Weeks 23-30	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<p><b>Writing Workshop</b></p> <p><b>Unit of Study:</b></p> <p>Research-Based Argumentative Essay</p>	<ul style="list-style-type: none"> <li>Writers identify their audience and purpose for writing.</li> <li>Writers research, evaluate and cite evidence to use for their argumentative essay.</li> <li>Writers understand that their essay is a perspective on the truth and they need to support their reasons in a logical and convincing way.</li> <li>Writers state a claim and acknowledge a counterclaim while providing logical evidence from credible sources.</li> <li>Writers maintain a style and tone for a specific audience and purpose.</li> <li>Writers develop an argumentative essay which has a strong introduction, body paragraphs, and a concluding paragraph.</li> </ul>	<p><b>Indiana Academic Standards</b></p> <p>8.W.1 8.W.3.1 8.W.4 8.W.6.1 8.W.6.2 8.SL.3.2 8.SL.4.1</p> <p><b>Media Literacy Standards</b></p> <p>ML 1 ML 2.1 ML 2.2</p>	<p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>Organize their arguments to effectively reach their intended audience.</li> <li>Use powerful evidence for claims and counterclaims</li> <li>Use specific vocabulary to add to the authoritative tone of the piece.</li> <li>Include direct quotations to support their essay and citations for their sources.</li> </ul> <p><b>6+1 Traits of Writing</b></p> <p>Ideas Organization Sentence Fluency Voice Word Choice Application of conventions</p>	<p>Claim Counterclaim Argumentative Citation Analyze Support Cite Synthesize Bibliography Logic Inductive argument Deductive argument Bias</p>	<p><b>Suggested Mentor Texts</b></p> <p>Text Set on issue of your choice to use for modeling how you look across books and research support for your claims and evidence for counterclaims  <i>The New York Times' Upfront Magazine</i> for teens  <a href="http://teacher.scholastic.com/scholasticnews/indepth/upfront/">http://teacher.scholastic.com/scholasticnews/indepth/upfront/</a>  Room for Debate – <i>New York Times</i> opinion pages  <a href="http://www.nytimes.com/roomfordebate">http://www.nytimes.com/roomfordebate</a>  <i>Old Henry</i>, Joan W. Blos  <i>Keep Him?</i> Steven Kellogg  <i>Dear Mrs. LaRue</i>, Mark Teague  <i>The Good---Bye Book</i>, Judith Viorst  <i>The Best in Town in the World</i>, Bird Baylor</p> <p><b>Resources/Materials</b></p> <p><i>A Curricular Plan for the Reading Workshop, Grade 8, 2011-2012</i> by Lucy Calkins  <a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a> (click on Resources tab)  <i>Oh, Yeah?! Putting Argument to Work Both in School and Out</i> by Smith, Wilhelm, and Fredricksen  Writing to Persuade Minilessons to Help, Plan, Draft and Revise- Angelillo  <i>The Writing Thief</i>- Ruth Culham</p>	<ul style="list-style-type: none"> <li>Use exemplars of writing</li> <li>Model and use visual aids on how to search for sources, write notecards, paraphrase, summarize, cite g sources</li> <li>Use sentence starters or outlines for format</li> <li>Model the writing process and the thinking that goes into it.</li> <li>Use peer partners to engage students in analyzing the text with one another</li> <li>Use thinking maps techniques or provide graphic organizers to assist students in thinking about ideas for writing</li> <li>Using technology to organize information Individual writing conferences</li> </ul>

## 8<sup>th</sup> Grade Language Arts & Reading – Scope and Sequence – MSD of Pike Township – Fourth Nine Weeks

Weeks 31- 33	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Reading Workshop</b>  <b>Unit of Study:</b>  Reading for High School: Fiction/ Nonfiction Paired Texts	<ul style="list-style-type: none"> <li>• Readers deepen their understanding by analyzing and interpreting the central idea across texts.</li> <li>• Readers compare and contrast themes within and between texts.</li> <li>• Readers routinely use evidence to support and discuss findings within literature and nonfiction texts.</li> <li>• Readers build an understanding of paired texts to acquire new information.</li> <li>• Readers comprehend, interpret, and evaluate texts by drawing on their prior experience.</li> <li>• Readers comprehend, interpret, and evaluate texts by drawing on their prior experience.</li> <li>• Readers critique and discuss the paired texts.</li> <li>• Readers generate ideas and questions, and posing problems to evaluate and synthesize data from a variety of sources.</li> </ul>	<u>Indiana Academic Standards</u> 8.RL.1 8.RL.2.1 8.RL.2.2 8.RL.3.1 8.RL.4.1 8.RN.1 8.RN.2.1 8.RN.2.2	<u>Tools for Comprehension</u> <ul style="list-style-type: none"> <li>• Compare and contrast texts</li> <li>• RAISE</li> <li>• Generate questions</li> <li>• Use prior knowledge</li> <li>• Summarize</li> <li>• Make and revise inferences</li> <li>• Identify theme(s) based</li> <li>• Distinguish personal point-of-view from that of the narrator/character</li> </ul>	Plot/ Subplots Parallelism Inference Theme Dialogue Synthesize Predictions Internal Conflict External Conflict consistency	<u>Suggested Mentor Texts</u> <i>Voices in the Park with A Walk in the Park</i> <i>Black and White with Shortcut</i> <i>The Viewer with The Watertower</i> Or any books from the IDOE recommended list. <u>Resources/Materials</u> Calkins Curricular Calendar, Reading Workshop, Unit Six, <i>Reading for High School: Applying Strategies to Challenging Texts</i> <i>Genre Study</i> , Fountas & Pinnell <i>Genre Study Prompting Guide for Fiction</i> , Fountas & Pinnell <u>Inside</u> published by National Geographic and Cengage Learning	<ul style="list-style-type: none"> <li>• Co-create anchor charts with pictures and words</li> <li>• Use peer partners to engage students in analyzing the text with one another</li> <li>• Use thinking maps techniques or provide graphic organizers to assist students in their thinking</li> <li>• Breaking out into small groups to focus on the individual needs of students</li> <li>• When teachers have individual writing conferences, teachers individualize these conferences to meet the students' needs</li> </ul>

Weeks 34-36	Essential Goals	Priority Standards	Strategies/Skills	Academic Vocabulary	Instructional Resources	Scaffolding Support (ELL; SPED; Striving Learners)
<b>Writing Workshop</b>  <b>Unit of Study:</b>  Multi-Modal Informational Writing: Harnessing Technology to Teach Ideas	<ul style="list-style-type: none"> <li>• Writers understand how to collect ideas and use them without plagiarizing.</li> <li>• Writers analyze texts for accuracy and reliability.</li> <li>• Writers compare/contrast various texts - written and electronic.</li> <li>• Writers analyze information by using evidence to evaluate the information and target audience.</li> <li>• Writers identify the audience and purpose.</li> <li>• Writers will refine their work with the input of peers and mentors.</li> <li>• Writers use the internet and various computer programs in order to produce a final writing project which integrates words and graphics.</li> </ul>	<u>Indiana Academic Standards</u> 8.W.3.2 8.W.4 8.W.5 8.W.6.1 8.W.6.2 8.RV.2.3 8RV.3.3 8.SL.1 8.SL.3.1 8.SL.4.2  <u>Media Literacy Standards</u> 8.ML.1 8.ML.2.1 8.ML.2.2	<u>Writer's Craft</u> <ul style="list-style-type: none"> <li>• Develop word choice</li> <li>• Use technology to enhance writing</li> <li>• Identify audience and purpose</li> <li>• Uses relationship between words to better understand each of the words.</li> <li>• Use subordination, coordination, and other devices to show relationship between ideas.</li> </ul> <u>6+1 Traits of Writing</u> Ideas Word Choice Organization Presentation	Plagiarizing Research Explanatory Analyze Integrate Graphics Thesis Multi-Modal	<u>Suggested Mentor Texts</u> New York Times online and any other reliable news source, such as indystar.com. Printed magazines and newspapers Tweentribune.com Teentribune.com USA Today Timeforkids.com Do not forget to use student writing as a mentor text and your writing as a teacher!  <u>Resources/Materials</u> Calkins Curricular Calendar, Unit Three, <i>Multi-Modal Information Writing</i> <i>Inquiry Circles</i> , Harvey and Daniels Pike Research Model	<ul style="list-style-type: none"> <li>• Co-create anchor charts with pictures and words</li> <li>• Use peer partners to engage students in analyzing the text with one another</li> <li>• Use thinking maps techniques or provide graphic organizers to assist students in their thinking</li> <li>• Breaking out into small groups to focus on the individual needs of students</li> <li>• When teachers have individual writing conferences, teachers individualize these conferences to meet the students' needs</li> </ul>

## READING

LEARNING OUTCOME	<b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b> <b>Read and comprehend a variety of literature independently and proficiently</b>			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<b>6.RL.1:</b> 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.	<b>7.RL.1:</b> 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.	<b>8.RL.1:</b> 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.	<b>9-10.RL.1:</b> 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	<b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b> <b>Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</b>			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<b>6.RL.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>7.RL.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>8.RL.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<b>9-10.RL.2.1:</b> 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.
	<b>6.RL.2.2:</b> 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.	<b>7.RL.2.2:</b> 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.	<b>8.RL.2.2:</b> 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.	<b>9-10.RL.2.2:</b> 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.
	<b>6.RL.2.3:</b> 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.	<b>7.RL.2.3:</b> Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i> ).	<b>8.RL.2.3:</b> 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.	<b>9-10.RL.2.3:</b> 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.
	<b>6.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>7.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>8.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>9-10.RL.2.4:</b> <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><b>6.RL.3.1:</b> 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><b>7.RL.3.1:</b> 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><b>8.RL.3.1:</b> 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><b>9-10.RL.3.1:</b> 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>
SYNTHESIS AND CONNECTION OF IDEAS	<p><b>6.RL.3.2:</b> 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><b>7.RL.3.2:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.</p>	<p><b>8.RL.3.2:</b> 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><b>9-10.RL.3.2:</b> 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>
	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><b>6.RL.4.1:</b> 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><b>7.RL.4.1:</b> 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><b>8.RL.4.1:</b> 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><b>9-10.RL.4.1:</b> Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.</p>
	<p><b>6.RL.4.2:</b> 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><b>7.RL.4.2:</b> 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><b>8.RL.4.2:</b> Analyze how works of literature draw on and transform earlier texts.</p>	<p><b>9-10.RL.4.2:</b> 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	<b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b> <b>Read and comprehend a variety of nonfiction independently and proficiently</b>			
	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADES 9-10</b>
	<b>6.RN.1:</b> 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.	<b>7.RN.1:</b> 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.	<b>8.RN.1:</b> 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.	<b>9-10.RN.1:</b> 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.
	<b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b> <b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b>			
	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADES 9-10</b>
KEY IDEAS AND TEXTUAL SUPPORT	<b>6.RN.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>7.RN.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	<b>8.RN.2.1:</b> Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	<b>9-10.RN.2.1:</b> 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.
	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	<b>7.RN.2.2:</b> Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.	<b>8.RN.2.2:</b> 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.	<b>9-10.RN.2.2:</b> 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.
	<b>6.RN.2.3:</b> 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> ).	<b>7.RN.2.3:</b> 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> ).	<b>8.RN.2.3:</b> Analyze how a text makes connections and distinctions among individuals, events, and ideas.	<b>9-10.RN.2.3:</b> 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
	<b>6.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>7.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>8.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>9-10.RN.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	<b>6.RN.3.2:</b> 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.	<b>7.RN.3.2:</b> 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.	<b>8.RN.3.2:</b> 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.	<b>9-10.RN.3.2:</b> 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	<b>6.RN.3.3:</b> Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.	<b>7.RN.3.3:</b> 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.	<b>8.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>9-10.RN.3.3:</b> 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
	<b>6.RN.4.1:</b> 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.	<b>7.RN.4.1:</b> 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.	<b>8.RN.4.1:</b> 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.	<b>9-10.RN.4.1:</b> 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.
	<b>6.RN.4.2:</b> 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.	<b>7.RN.4.2:</b> 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> ).	<b>8.RN.4.2:</b> 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.	<b>9-10.RN.4.2:</b> 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.
	<b>6.RN.4.3:</b> Compare and contrast one author's presentation of events with that of another.	<b>7.RN.4.3:</b> 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.	<b>8.RN.4.3:</b> 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.	<b>9-10.RN.4.3:</b> 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
	<b>6.RV.1:</b> 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.	<b>7.RV.1:</b> 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.	<b>8.RV.1:</b> 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.	<b>9-10.RV.1:</b> 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
	<b>6.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<b>7.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<b>8.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.
	<b>6.RV.2.2:</b> 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.	<b>7.RV.2.2:</b> Use the relationship between particular words (e.g., <i>synonym/antonym</i> , <i>analogy</i> ) to better understand each of the words.	<b>8.RV.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>9-10.RV.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>
	<b>6.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.	<b>7.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.	<b>8.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.	<b>9-10.RV.2.3:</b> Analyze nuances in the meaning of words with similar denotations.
	<b>6.RV.2.4:</b> 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> ).	<b>7.RV.2.4:</b> 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> ).	<b>8.RV.2.4:</b> 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> ).	<b>9-10.RV.2.4:</b> 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> ).
	<b>6.RV.2.5:</b> 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.	<b>7.RV.2.5:</b> 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.	<b>8.RV.2.5:</b> 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.	<b>9-10.RV.2.5:</b> 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
	<b>6.RV.3.1:</b> 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.	<b>7.RV.3.1:</b> 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.	<b>8.RV.3.1:</b> 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.	<b>9-10.RV.3.1:</b> 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.
	<b>6.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	<b>7.RV.3.2:</b> 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.	<b>8.RV.3.2:</b> 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.	<b>9-10.RV.3.2:</b> 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> ).
	<b>6.RV.3.3:</b> Interpret figures of speech (e.g., <i>personification</i> ) in context.	<b>7.RV.3.3:</b> Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i> ) in context.	<b>8.RV.3.3:</b> Interpret figures of speech (e.g. <i>verbal irony, puns</i> ) in context.	<b>9-10.RV.3.3:</b> 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
	<b>6.W.1:</b> 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.	<b>7.W.1:</b> 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.	<b>8.W.1:</b> 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.	<b>9-10.W.1:</b> 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.
HANDWRITING	W.2: HANDWRITING			
	Demonstrate the ability to write legibly			
HANDWRITING	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<b>6.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>7.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>8.W.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>9-10.W.2:</b> <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><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>8.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>9-10.W.3.1</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>

INFORMATIVE	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>8.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>9-10.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>● 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.</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● 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>).</li> </ul>
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<p style="text-align: center;"><b>NARRATIVE</b></p>	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● 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>).</li> <li>● 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.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>● 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.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>8.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>● 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.</li> <li>● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>9-10.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Create a smooth progression of experiences or events.</li> <li>● Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters.</li> <li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
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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
	<p><b>6.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing.</li> </ul>	<p><b>7.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.</li> </ul>	<p><b>8.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.</li> </ul>	<p><b>9-10.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>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.</li> <li>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>).</li> </ul>
	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
	<p><b>6.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>Formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>).</li> <li>Gather relevant information from multiple sources, and annotate sources.</li> <li>Assess the credibility of each source.</li> <li>Quote or paraphrase the information and conclusions of others.</li> <li>Avoid plagiarism and provide basic bibliographic information for sources.</li> <li>Present information, choosing from a variety of formats.</li> </ul>	<p><b>7.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>Formulate a research question.</li> <li>Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>Assess the credibility and accuracy of each source.</li> <li>Quote or paraphrase the information and conclusions of others.</li> <li>Avoid plagiarism and follow a standard format for citation.</li> <li>Present information, choosing from a variety of formats.</li> </ul>	<p><b>8.W.5:</b> Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>Formulate a research question.</li> <li>Gather relevant information from multiple sources, using search terms effectively, and annotate sources.</li> <li>Assess the credibility and accuracy of each source.</li> <li>Quote or paraphrase the information and conclusions of others.</li> <li>Avoid plagiarism and follow a standard format for citation.</li> <li>Present information, choosing from a variety of formats.</li> </ul>	<p><b>9-10.W.5:</b> Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> <li>Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>Assess the usefulness of each source in answering the research question.</li> <li>Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA, APA</i>) for citation.</li> <li>Present information, choosing from a variety of formats.</li> </ul>

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	<b>6.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>7.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>8.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>9-10.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:
	<b>6.W.6.1a: Pronouns –</b> 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).	<b>7.W.6.1a: Pronouns –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>8.W.6.1a: Pronouns –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.1a: Pronouns –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	<b>6.W.6.1b: Verbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>7.W.6.1b: Verbs –</b> Recognizing and correcting problems with subject/verb agreement.	<b>8.W.6.1b: Verbs –</b> 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.	<b>9-10.W.6.1b: Verbs –</b> Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
	<b>6.W.6.1c: Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>7.W.6.1c: Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>8.W.6.1c: Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.1c: Adjectives and Adverbs –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	<b>6.W.6.1d: Phrases and Clauses –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>7.W.6.1d: Phrases and Clauses –</b> Recognizing and correcting misplaced and dangling modifiers.	<b>8.W.6.1d: Phrases and Clauses –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.1d: Phrases and Clauses –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	<b>6.W.6.1e: Usage –</b> Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	<b>7.W.6.1e: Usage –</b> 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.	<b>8.W.6.1e: Usage –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.1e: Usage –</b> Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
CAPITALIZATION, PUNCTUATION, AND SPELLING	<b>6.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>7.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>8.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>9-10.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
	<b>6.W.6.2a: Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>7.W.6.2a: Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>8.W.6.2a: Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.2a: Capitalization –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>
	<b>6.W.6.2b: Punctuation –</b> <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>	<b>7.W.6.2b: Punctuation –</b> <ul style="list-style-type: none"> <li>Using commas with subordinate clauses.</li> </ul>	<b>8.W.6.2b: Punctuation –</b> <ul style="list-style-type: none"> <li>Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.</li> </ul>	<b>9-10.W.6.2b: Punctuation –</b> <ul style="list-style-type: none"> <li>Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</li> </ul>
	<b>6.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>7.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>8.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>9-10.W.6.2c: Spelling –</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>

## SPEAKING AND LISTENING

LEARNING OUTCOME	<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> <b>Refine and apply effective communication skills through speaking and active listening</b>			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<b>6.SL.1:</b> 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.	<b>7.SL.1:</b> 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.	<b>8.SL.1:</b> 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.	<b>9-10.SL.1:</b> 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	<b>SL.2: DISCUSSION AND COLLABORATION</b> <b>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>			
	GRADE 6	GRADE 7	GRADE 8	GRADES 9-10
	<b>6.SL.2.1:</b> 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.	<b>7.SL.2.1:</b> 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.	<b>8.SL.2.1:</b> 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.	<b>9-10.SL.2.1:</b> 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.
	<b>6.SL.2.2:</b> Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<b>7.SL.2.2:</b> Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<b>8.SL.2.2:</b> Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.	<b>9-10.SL.2.2:</b> Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
	<b>6.SL.2.3:</b> Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.	<b>7.SL.2.3:</b> Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>8.SL.2.3:</b> Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>9-10.SL.2.3:</b> 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.
	<b>6.SL.2.4:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>7.SL.2.4:</b> 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.	<b>8.SL.2.4:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>9-10.SL.2.4:</b> 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.
	<b>6.SL.2.5:</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>7.SL.2.5:</b> Acknowledge new information expressed by others, and consider it in relation to one's own views.	<b>8.SL.2.5:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.	<b>9-10.SL.2.5:</b> 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
	<b>6.SL.3.1:</b> 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.	<b>7.SL.3.1:</b> 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.	<b>8.SL.3.1:</b> 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.	<b>9-10.SL.3.1:</b> 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.
	<b>6.SL.3.2:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>7.SL.3.2:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>8.SL.3.2:</b> 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.	<b>9-10.SL.3.2:</b> 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
	<b>6.SL.4.1:</b> 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.	<b>7.SL.4.1:</b> 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.	<b>8.SL.4.1:</b> 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.	<b>9-10.SL.4.1:</b> 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.
	<b>6.SL.4.2:</b> Create engaging presentations that include multimedia components (e.g., <i>graphics, images, music, sound</i> ) and visual displays in presentations to clarify information.	<b>7.SL.4.2:</b> Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.	<b>8.SL.4.2:</b> Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.	<b>9-10.SL.4.2:</b> 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.
	<b>6.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>7.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>8.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>9-10.SL.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>

## **MEDIA LITERACY**

<b>LEARNING OUTCOME</b>	<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b> <b>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</b>			
	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADES 9-10</b>
	<b>6.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>7.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>8.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>9-10.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
<b>MEDIA LITERACY</b>	<b>ML.2: MEDIA LITERACY</b> <b>Analyze the purposes of media and the ways in which media can have influences</b>			
	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>	<b>GRADES 9-10</b>
	<b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.	<b>7.ML.2.1:</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.	<b>8.ML.2.1:</b> 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.	<b>9-10.ML.2.1:</b> Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
	<b>6.ML.2.2:</b> 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> )	<b>7.ML.2.2:</b> Analyze the ways that the media use words and images to attract the public's attention.	<b>8.ML.2.2:</b> Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.	<b>9-10.ML.2.2:</b> 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.