



School District of the City of St. Charles

7-8 English Language Arts

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7-8 English Language Arts Curriculum Committee

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

7-8 ELA Rationale

The rationale for English Language Arts in the St. Charles School District is to provide a foundation for all students in the areas of reading literary and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author's choices, students will become critical thinkers. By focusing on essential standards, students will learn the skills necessary to harness their own rhetorical voices and evaluate and select information to formulate an educated opinion. Differentiating instruction through a Standards Based Grading model ensures that each student has mastered the curriculum.

7-8 ELA Program Goals

- Apply 21st Century Skills through reading, writing, speaking, and listening
- Read and understand any text or text format
- Think critically and select the most relevant information
- Effectively communicate ideas through speaking and writing
- Confidently critique, analyze, and apply ELA skills in career, personal, and other post-secondary life

7-12 ELA Course Descriptions

7th Grade English:In this course Hardin Middle School students will acquire the literacy skills necessary to be thoughtful global citizens in the 21st Century. We are committed to fostering compassion, empathy, problem-solving and creativity by providing opportunities for students to collaborate, communicate, and think critically. To accomplish this work we will expose students to a variety of relevant and rigorous texts/media that also offer diverse perspectives of the human experience. Students will express their ideas through writing and academic discourse.

8th Grade English:In this course Hardin Middle School students will acquire the literacy skills necessary to be thoughtful global citizens in the 21st Century. We are committed to fostering compassion, empathy, problem-solving and creativity by providing opportunities for students to collaborate, communicate, and think critically. To accomplish this work we will expose students to a variety of relevant and rigorous texts/media that also offer diverse perspectives of the human experience. Students will express their ideas through writing and academic discourse.

7-8 ELA Enduring Understandings/Essential Learning Outcomes

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- Interpret visual elements of a text and draw conclusions from them (when applicable).
- Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
- Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.
- Analyze how specific word choices and sentence structures contribute to meaning and tone.
- Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- Explain how themes reflect historical and/or cultural contexts.
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Reading Informational Text

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.
- Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
- Analyze how word choice and sentence structure contribute to meaning and tone.
- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.
- Explain how the central ideas of text reflect historical and/or cultural contexts.
- Read and comprehend informational text independently and proficiently.

Writing

- Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

Speaking and Listening

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
- Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.
- Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.
- Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.

7-8 ELA Scope and Sequence I = Introduce R = Review/Develop E = Expand/Advance *denotes Priority Standard			
	MLS Ref.	7	8
Reading Literary Text			
Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.1.A*	R/I	R/I
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	RL.1.B*	R/E	R/E
Interpret visual elements of a text and draw conclusions from them (when applicable).	RL.1.C	R	R
Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	RL.1.D*	R/I	R/I
Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	RL.2.A	R	R/I
Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	RL.2.B	R/I	I
Analyze how specific word choices and sentence structures contribute to meaning and tone.	RL.2.C*	R/I	R/I
Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	RL.2.D	R/I	R/I
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RL.3.A	R/I	R/I
Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	RL.3.B	R/I	R/I
Explain how themes reflect historical and/or cultural contexts.	RL.3.C	R/I	R/I
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	RL.3.D	E	E
Reading Informational Text			
Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.A*	R/I	R/I
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	RI.1.B*	E	E
Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	RI.1.C	E	E
Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	RI.1.D*	R/I	R/I
Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	RI.2.A	R/I	R/I
Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	RI.2.B	R/I	R/I
Analyze how word choice and sentence structure contribute to meaning and tone.	RI.2.C*	R/I	R/I

7-8 ELA Scope and Sequence I = Introduce R = Review/Develop E = Expand/Advance *denotes Priority Standard			
	MLS Ref.	7	8
Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.2.D	R/I	R/I
Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	RI.3.A	I	R/I
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	RI.3.B	I	R/I
Explain how the central ideas of text reflect historical and/or cultural contexts.	RI.3.C*	E	E
Read and comprehend informational text independently and proficiently.	RI.3.D	E	E
Writing			
Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	W.1.A.a*	R/I	R
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.1.A.b*	R/I	R
Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	W.2.A.a*	R/I	R
Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	W.2.A.b*	R/I	R
Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	W.2.A.c*	R/I	R
Review, revise, and edit writing with consideration for the task, purpose, and audience.	W.3.A.a	R/I	R
Review, revise, and edit writing with consideration for the task, purpose, and audience.	W.3.A.b	R/I	R/I
Review, revise, and edit writing with consideration for the task, purpose, and audience.	W.3.A.c	E	E
Review, revise, and edit writing with consideration for the task, purpose, and audience.	W.3.A.d	E	E
Review, revise, and edit writing with consideration for the task, purpose, and audience.	W.3.A.e	E	E
Speaking and Listening			
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.1.A*	E	E
Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	SL.1.B*	E	E

7-8 ELA Scope and Sequence I = Introduce R = Review/Develop E = Expand/Advance *denotes Priority Standard			
	MLS Ref.	7	8
	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	SL.1.C*	R/I R/E
	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	SL.2.A	E E
	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.	SL.2.B	E E
	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.2.C	E E

7th Grade ELA

Grade level: 7

Credits earned: --

Course Rationale

Course Description

The rationale for Communication Arts in the St. Charles School District is to provide a solid foundation for all students in the areas of reading literature and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author's choices, students will become critical thinkers. Differentiating instruction through Standards Based Grading ensures that each student has mastered the curriculum.

In this course Hardin Middle School students will acquire the literacy and communication skills necessary to be thoughtful global citizens in the 21st Century. We are committed to fostering compassion, empathy, problem-solving and creativity by providing opportunities for students to collaborate, communicate, and think critically. To accomplish this work we will expose students to a variety of relevant and rigorous texts/media that also offer diverse perspectives of the human experience. Students will express their ideas through writing and academic discourse.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

1. Read and understand any text or text format
2. Think critically and select the most relevant information
3. Effectively communicate ideas
4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life
5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity

Priority Missouri Learning Standards/National Standards

RL.1.A - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.1.A - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

RI.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

RL.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

RI.1.D - Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.

RL.2.B - Explain how an author develops the point of view of the narrator or speaker in a text.

RI.2.B - Explain how an author's point of view or purpose is conveyed in a text.

RL.2.C - Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.

RI.2.C - Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.

RL.2.D - Analyze how the setting, characters, and plot of a text affect each other and contribute to the meaning.

RI.2.D - Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.3.B - Approach text as a researcher by synthesizing/comparing/contrasting ideas from multiple grade appropriate texts. Relationships in texts. Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

W.1.A.a - Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

W.1.A.b - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.2.A.a - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

W.2.A.b - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

W.2.A.c - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence

W.3.A.a - Revise and edit writing with consideration for task, purpose and audience. Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

W.3.A.b - Revise and edit writing with consideration for task, purpose and audience. Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

W.3.A.c - Revise and edit writing with consideration for task, purpose and audience. Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

W.3.A.d - Revise and edit writing with consideration for task, purpose and audience. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.1.B - Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.1.C - Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.



Unit .5: Building a Classroom Community

Standards	Transfer Goal(s) /Big Ideas	
R.L.3.D-Read and comprehend literature R.L.2.D- Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. S.L.2.A-Speak clearly, audibly, and to the point using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace. S.L.2.B-Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint S.L.2.C-Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points. W.2.A.b - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. W.3.A.d-Review, revise, and edit writing with considerations for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims, and signal time shifts.	1. Think critically and select the most relevant information 2. Effectively communicate ideas 3. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 4. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity 5. Set goals, track progress, and reflect	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> • They must reflect and set measurable goals to make progress • Learning requires mistakes along the way • Productive feedback leads to growth and reflection <i>Writers...</i> • Make decisions based on their audience and purpose (W2A) • Use a variety of techniques for developing ideas (W2A) • Intentionally organize their writing to be clear, consistent and logical (W2A) <i>Academic Conversations...</i> • Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	• How do particular elements of a story interact to move the story along? • Why does characterization matter? • How does the conflict affect the plot of the story? • How do I organize a presentation appropriate to the task? • How do I engage my audience? • How do I reflect? • How do I set measurable, achievable goals? • How do I track my progress towards a goal? • How do I provide constructive feedback? • How do I add to the culture and climate of our classroom community?
<i>Students will...</i> • I can identify important traits about myself and others • I can produce a presentation that is appropriate for the task and audience • I can follow the Presenter's Checklist while presenting • I can apply STEAL to my own traits • I can give constructive feedback • I can reflect and set goals		
Unit Duration: 2 weeks		
Continuous		

Unit .5 Suggested Learning Plan

Week(s)	Topic (Unit)	Resources/Texts	Learning Targets
2-3 weeks	Unit .5 -Building a Classroom Community Online resources -HMH (printables available) Notice and Note (in text) Student Resources - Presenter's Checklist Goal Tracking Slides	District Reading Assessment District Assessment <i>Seventh Grade- short story by Gary Soto-to be used as mentor text throughout the school year</i> Independent Reading Selections	Students will cite evidence to support inferences drawn from the text ● analyze plot elements including plot stages , conflict and setting. ● Discuss plot details in “Seventh Grade” Students will follow a writing process to produce clear writing ● Writing will be relevant to task and audience ● Organization, style, and voice are relevant to task and audience ● Conventions of standard English are utilized Students will plan and deliver a presentation ● Body will be position to face the audience ● Speech will be clear and volume will be appropriate ● Eye contact and effective gestures are utilized Students will set appropriate academic goals ● Set clear, measurable, and achievable goals ● Track progress towards goals ● Reflect on progress regularly



Assessment Evidence

Rubric/Scoring	Assessment
[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY] <i>Students will create a presentation about themselves and present it to their peers.</i>	[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE] (Pre-assessment can double as the post-assessment) Assessment Values: ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions



Unit 1a: Facing Challenges

What helps people rise up to face difficulties?

Standards	Transfer Goal(s) /Big Ideas	
RL.1.A- Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.1.B-Determine the meaning of words and phrases as they are used in a text. RL.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. RL2D. Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning. RI.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. RI2A. Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning. SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Readers... • Know that reading comprehension involves a variety of strategies (RL1A) • Use their own background knowledge, along with the text, to interpret the text (RL1A) • Use context clues to determine the meaning of unknown words (RL1B) • Use word parts and resources to determine the meaning of unknown words (RL1B) • Know words have multiple meanings, invoke different emotions, and can be used figuratively (RL1B) • Determine multiple themes (RL1D) • Understand how story elements interact and affect one another (RL2D) Academic Conversations... • Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	• How do I determine the theme of a text? • What can I use to make an inference? • How is drawing a conclusion different from inferring? • How do I determine the meanings of words and phrases in a text? • How do I analyze the structure an author uses to organize a text? • How do particular elements of a story interact to move the story along? • Why is the setting important when writing about history? • How does the major section of a text contribute to the whole and to the development of the ideas? • What strategies can be used to determine the meaning of unknown words? • Why is the setting important in a story? • What happens to people when they face difficulties? • Why does the point of view of a text matter? • How can people overcome those difficulties? • How can I annotate while I read?

Learning Targets
I can use signposts while reading. I can use a strategy for answering constructed response questions. I can identify the literary elements of a short story. I can identify the theme in a short story. I can determine the meaning of unknown words . I can analyze how the elements of a short story interact. I can use textual evidence to support my answers about the text. I can close read and annotate.
Unit Duration: 1/2 quarter
Continuous

Unit 1b: Facing Challenges

Standards	Transfer Goal(s) /Big Ideas	
RI.1.A - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. RI.2.C-Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.(supporting) RI.3.C Explain how characters and settings reflect historical and/or cultural contexts.(supporting) RI.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently. W.1.A.a - Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. W.2.A.b - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Readers.. ● Use textual evidence to support their interpretations, analysis, and conclusions (RL1A) ● Know that reading comprehension involves a variety of strategies (RL1A) ● Use their own background knowledge, along with the text, to interpret the text (RL1A) ● Use context clues to determine the meaning of unknown words (RL1B) Writers... ● Make decisions based on their audience and purpose (W2A) ● Use a variety of techniques for developing ideas (W2A) ● Intentionally organize their writing to be clear, consistent and logical (W2A) Academic Conversations... ● Follow a structure to allow for collaboration (SL1A) ● (Listen to understand, not respond) (SL1B, SL1C)	How can I make meaning of what I am reading? Why is it important to support our claims with text evidence? How do writers decide what to write, how to write, and which format to use? How do I determine the meanings of words and phrases in a text? How do I effectively engage in a range of collaborative discussions? What is the difference between a summary and retell? What makes a source reliable? What makes a source unreliable? How do I take notes effectively?

Learning Targets
I can follow the writing process to produce clear and coherent writing. I can determine an author's purpose in writing the text. I can determine if a source is reliable or unreliable. I can conduct and compile research about a topic or question. I can use a standard system for taking notes.
Unit Duration:1/2 quarter
Continuous

Unit 1 Suggested Learning Plan

Week(s)	Topic (Unit)	Resources/Texts	Learning Targets	Assessment
One Quarter	Unit 1 -Heroes(Taking Action) HMH Unit 1 Online resources - HMH (printables available) Notice and Note (in text) Student Resources - Word Network - graphic organizer for vocabulary Response Log to answer the essential question with text (to be used at the end of the unit to assist with writing). Grammar Studio - to practice grammar	Text-Rogue Wave - short story by Theodore Taylor Greek Myth - “The Flight of Icarus” retold by Sally Benson Icarus Flight - Poem by Stephen Dobyns “The Tell Tale Heart” by Edgar Allan Poe Mentor Text - Women in Aviation - (Informational) by Patricia and Frederick McKissack “Thank You, Ma’am” -Short Story by Langston “A Police Stop Changed This Teenager’s Life” Article by Amy B. Wang Independent Reading Selections “Chemistry 101” Poem by Marilyn Nelson “It Couldn’t Be Done” Poem by Edgar Albert Guest	Students will cite evidence to support inferences drawn from the text . - analyze plot elements including plot stages, conflict and setting. - Discuss plot details in “Rogue Waves” - conduct research about rogue waves - write a description of how to adapt the story as a movie. - Discuss a story using the key term conflict. - determine multiple themes - understand characters’ traits and behavior - Comprehend academic vocabulary Students will analyze form in poetry - analyze punctuation and tone in poetry - Present and critique a poem orally - Understand how the sounds in poetry read aloud can help you recognize ideas or patterns in poetry Students will determine an author’s purpose in writing a text. - Cite evidence from a text in order to draw conclusions - use consistent verb tense - research the achievements of a female aviator - write an informative essay about a female aviator - discuss the challenges women faced in the early 20th century. - understand the difference between the denotation and connotation of words - identify past , present , and future tenses Students will Cite textual evidence to support analysis of character and conflict in fiction writing.	Students will write a short informational essay about the qualities needed for overcoming an obstacle and achieving a goal. HMH TG Rubric (pg.92) Some potential questions that could be used as exit tickets. What are some examples from the texts you’ve read that show how people overcome obstacles and take decisive action? Which selections were the most interesting or surprising to you? Why? From which selection did you learn the most about how people face challenges and take decisive action? Explain. What obstacles did you encounter while working on your informational essay? How might you avoid them next time? What parts of the essay were the easiest and the hardest to write? Why? What aspects of verbal and nonverbal communication did

		<i>from Young Arthur Legend</i> by Robert D. San Souci “Perseus and the Gorgon’s Head” Myth by Ann Turnbull Sometimes a Dream Needs a Push” Short Story by Walter Dean Myers	● Conduct research about the history and cultural importance of Harlem. ● Write a formal letter of request to a leadership organization. ● Discuss information that can help encourage other community members to overcome difficulties in life. ● Use suffixes –able and –ible to identify and define new words. ● Analyze how writers use capitalization. ● Write sentences using correct capitalization. Students will analyze features of realistic fiction. ● Research wheelchair basketball. ● Write an informative article about wheelchair basketball. ● Create a video critique of Students will identify the chronological order of events in an informational text. ● Conduct research about crowdfunding. ● Write an objective summary of the article. ● Discuss opinions on a human-interest story. ● Use context clues to define unfamiliar words. ● Combine sentences using conjunctive adverbs. Students will write an informational essay about overcoming obstacles. ● Employ and practice skills for planning, preparing, and organizing text. ● Use the Mentor Text as a model for style and structure. ● Revise drafts, incorporating feedback from peers. ● Edit drafts for consistent verb tenses. ● Use a rubric to evaluate writing. ● Apply skills developed crafting informational essays to write a film critique. ● Publish writing to share it with an audience. ● Use connecting words in writing. ● Present a film critique to an audience.	you find most challenging as you delivered your presentation? What did you learn from the other presenters? How can this help you the next time you create and deliver a presentation?
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			● Practice presentation skills in less structured settings. ● Use appropriate verbal and nonverbal techniques. ● Listen actively to a presentation. ● Use connecting words in speaking.	
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Assessment Evidence

Rubric/Scoring	Assessment
<i>[I.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i> Students will write a short informational essay about the qualities needed for overcoming an obstacle and achieving a goal. Or Students will write a short informational essay explaining the qualities a famous person demonstrated to overcome an obstacle and achieve a goal.	<i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i> (Pre-assessment can double as the post-assessment) Assessment Values: ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions



Unit 2a: What is Community?

How does culture impact a person or community?

Standards	Transfer Goal(s) /Big Ideas	
RI.1A- Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.1B- Determine the meaning of words and phrases as they are used in a text. RI.1C- Interpret visual elements of a text including those from different media and draw conclusions from them when applicable. RI.1D- Explain the central/main ideas of a text and explain the relationship between the central ideas and supporting evidence; summarize the text distinct from personal opinions. W.1.A.a - Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. W.1.A.b - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.3.A.a-Review, revise, and edit writing with considerations for the task, purpose, and audience. W.3.A.b-Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> How to conduct and compile scholarly research by the use of databases and the importance of giving credit to others when sources are used in their research. How to work together to achieve a common goal and produce a finished product by tracking progress, understanding deadlines, and defining individual roles. Academic Conversations... • Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	What makes a source reliable? What makes a source unreliable? How do I access a database? How do I paraphrase? How do I take notes on my research? How do I cite the source? What is a database? How is it useful in academic pursuits? Why is plagiarism a big deal? How do we avoid plagiarizing?

SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. S.L.2.A- Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including appropriate volume at an understandable pace. S.L.2.B- Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. S.L.2.C-Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.		What makes cultures in countries different? What is my role in a group with a common goal? How can I do my part to reach that goal?
Learning Targets		
I can determine if a source is reliable or unreliable. I understand the purpose of a database and how to navigate it. I can correctly cite and paraphrase a source to avoid plagiarism. I can conduct and compile research about a topic or question. I can create a Works Cited page that correctly provides bibliographic information. I can effectively present my research findings by following the Presenter’s Checklist. I can work collaboratively to meet goals and deadlines.		
Unit Duration:1/2 quarter		
Continuous		



Assessment Evidence

Rubric/Scoring	Assessment
Students will conduct research over their assigned country. Using the research, they will create a visual aid, complete with cited sources, and present their findings to their peers.	<i>Throughout the unit, the students will be working on compiling their research into the summative assessment which will be a slideshow presentation on one of the countries in Seedfolks. This project displays their research and how well they worked as a group to contribute all the parts necessary for a finished product.</i> <u>Assessment Values:</u> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions



Unit 2b:-What is Community?

How can individuals come together to create a community?

Standards	Transfer Goal(s) /Big Ideas	
RL.1.A - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. RL.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. RL.2.A- Analyze how a text's organization or overall structure contributes to its meaning. RL.2.B - Explain how an author develops and contrasts the points of view of different characters or narrators in a text. RL.2.C - Analyze how word choice contributes to meaning and tone. RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently. RI.3C-Explain how the text reflects historical and/or cultural contexts.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <i>Word choice and point of view significantly add to the meaning of the story and help the reader infer about the story and determine the themes.</i> Academic Conversations... • Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	• <i>How do the words that the author chooses for a text contribute to the meaning?</i> • <i>How do the points of view from the different characters contribute to the overall theme of Community?</i> • <i>How do I infer what will happen next in a story?</i> • <i>Why is it important that I discover the meaning of unknown words in a story that I am reading?</i> • <i>How do connotation and denotation differ?</i> • <i>What is the difference between connotative and denotative meaning of words and how does it contribute to the author's tone?</i> • <i>How does mood differ from tone?</i> • <i>How do I effectively engage in a range of collaborative discussions?</i> • <i>How do the words that the author chooses for a text contribute to the meaning?</i> • <i>How do I analyze the structure an author uses to organize a text?</i>

Learning Targets
I can determine the themes in a text and create a theme statement. I can locate and explain the figurative language used in a text and how it adds to the meaning. I can use the characterization in a text to determine how the point of view is meaningful. I can summarize a text without bias. I can use context clues to determine the meaning of unknown words. I can engage in classroom discussions. I can understand difficult texts by using annotation strategies. I can review the parts of the RACE strategy to complete a constructed response. I can determine the gist of a portion of text by reading for the who/what/why of a text. I can determine a central idea by identifying the who, what and why. I can make inferences about characters by using the STEAL method. I can identify the meaning of unknown words by using various types of context clues.
Unit Duration:1/2 quarter
Continuous



Assessment Evidence

Rubric/Scoring	Assessment
Students will write an objective summary.	<i>Throughout the unit, the students will be working on compiling their research into the summative assessment which will be a slideshow presentation on one of the countries in Seedfolks. This project displays their research and how well they worked as a group to contribute all the parts necessary for a finished product.</i> Assessment Values: ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions



Unit 2c: What is Community?

Can one person rise up and be a hero in their community?

Standards	Transfer Goal(s) /Big Ideas	
RL.1.A- Draw conclusions, infer, and analyze by citing several pieces of textual evidence. RL.1.B-Determine the meaning of words and phrases as they are used in a text. RL.1.D- Using appropriate text, determine the theme(s) of a text. RL.2.A- Analyze how a text’s organization or overall structure contributes to its meaning. RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently. W.1A.b- Gather relevant information. W.2.A.a- Follow a writing process to produce a clear and coherent (narrative) writing piece. W.3.A.a-Review, revise, and edit writing with considerations for the task, purpose, and audience. W.3.A.b-Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures. W.3.A.c-Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand...</i> • There are specific pieces that must be included in a narrative writing piece. • How to format dialogue correctly when writing. • How to maintain a clear point of view and verb tense in a writing piece. • That poetry has its own rules and there are specific features related to poetry. • writers use punctuation, rhythm, and rhyme in poetry. • Although following a process for writing isn’t always easy, it is the best way to approach a writing task. • Even when you think you are finished with a writing piece, you should always go back and examine where revisions can be made. • Hearing constructive feedback can be difficult at times, but it is meant to make your writing better. Academic Conversations...	What is a narrative writing piece? What is included in a narrative? What is poetry? How is poetry structured? Do standard rules of English conventions and writing have to be followed in poetry? Can poetry tell a story? Do poems have a theme? How would a story change if told from a different point of view? How does figurative language create imagery? Do I need to worry about connotation and denotation when creating a writing piece?

	• Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	Does connotation affect the way someone reads something?
Learning Targets		
I can create a narrative short story. I can use figurative language and sensory details in my writing. I can be mindful of connotations while writing. I can identify and understand terminology specific to poetry. I can create a poem that follows a specific form and structure. I can use dialogue in my writing. I can give constructive feedback and receive constructive feedback. I can use revision to make my writing pieces better.		
Unit Duration: 3 weeks		
Continuous		



Assessment Evidence

Rubric/Scoring	Assessment
<i>Students will write their own chapter/vignette to be included with-in the whole class novel that mirrors the style and details of the class novel.</i> <i>Students will create their own “I Am” poem.</i>	[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE] (Pre-assessment can double as the post-assessment) <u>Assessment Values:</u> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions

Unit 2 Suggested Learning Plan

Week(s)	Topic (Unit)	Resources/Texts	Learning Targets	Assessment
1 quarter	Unit 2	“Seedfolks” novella by Paul Fleishman (available at HMS) “Refugee” novel by Alan Gratz (available at HMS) “Inside Out and Back Again” by Thanhha Lai (available at HMS) “Fish Cheeks” short story by Amy Tan “Where I’m From” poem by George Ella Lyon A Poem for My Librarian, Mrs. Long Poem by Nikki Giovanni Use the mentor text as a model for descriptive language, literary devices, and strong supporting detail. “Doris is Coming” Short Story by ZZ Packer Independent Reading Selections	I can create a narrative short story. I can use figurative language and sensory details in my writing. I can be mindful of connotations while writing. I can identify and understand terminology specific to poetry. I can create a poem that follows a specific form and structure. I can use dialogue in my writing. I can give constructive feedback and receive constructive feedback. I can use revision to make my writing pieces better. I can make inferences about a text I can determine the themes in a text and create a theme statement. I can locate and explain the figurative language used in a text and how it adds to the meaning. I can use the characterization in a text to determine how the point of view is meaningful. I can summarize a text without bias. I can use context clues to determine the meaning of unknown words. I can identify themes within the text. I can determine if a source is reliable or unreliable. I understand the purpose of a database and how to navigate it. I can correctly cite and paraphrase a source to avoid plagiarism.	Students will successfully complete a novel. Students will write a non-bias summary. Students will research a topic and use technology to produce and publish writing. Students will avoid plagiarism and use a standard citation format. Students will hold collegial discussions. Students will plan and deliver a presentation.

			I can conduct and compile research about a topic or question. I can create a Works Cited page that correctly provides bibliographic information. I can effectively present my research findings by following the Presenter's Checklist. I can work collaboratively to meet goals and deadlines. Students will Identify a theme, or central message in a poem. ● Identify unconventional capitalization and punctuation. ● Recognize free verse poetry. ● Research a poet and her poetry. ● Write a free verse poem. ● Discuss with a partner how free verse poems are structured. Students will ● Revise drafts, incorporating feedback from peers. ● Edit drafts to avoid plagiarism. ● Use a rubric to evaluate writing. ● Publish writing to share it with an audience.	
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Unit 3: Change Agents

What inspires people to make a difference?

Standards	Transfer Goal(s) /Big Ideas	
RI. 1 A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 1 B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials RI.1.D (Priority) Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions. RI.2.A Analyze how a text's organization or overall structure contributes to meaning RI.2.B (Priority) Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others. RI.2.C - Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning. SL.1.A (Priority) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Readers.. • Use textual evidence to support their interpretations, analysis, and conclusions • Know that reading comprehension involves a variety of strategies • Use their own background knowledge, along with the text, to interpret the text • Use context clues to determine the meaning of unknown words • Even though they may not understand a text initially, there are strategies to help them to discover the meaning and message of a text . • Texts with identical themes may have different points of view depending upon the author's perspective. • Word choice and vocabulary can provide further insight to the meaning of a specific content. Academic Conversations... • Follow a structure to allow for collaboration (SL1A) • (Listen to understand, not respond) (SL1B, SL1C)	<i>Students will consider...(these are questions that should lead thoughtful student discourse and possibly link the unit cross-curricularly)</i> How do I determine the meanings of words and phrases in a text? How do I determine the main idea and supporting details? How do the words that the author chooses for a text contribute to the meaning? How do I effectively engage in a range of collaborative discussions? How do I analyze the structure an author uses to organize a text? How is the author's point of view related to the structure of the text? How is the author's message and purpose similar ? What is a primary source? How will I determine what information is an important idea ?

Learning Targets
I will analyze the author's point of view. I can cite text evidence while using the RACES strategy. I will use context clues to determine word meaning and analyze the word choices. I will analyze historical writing. I can correctly cite and paraphrase a source to avoid plagiarism. I can use transition words to make connections and lead the audience. I can engage in class discussions. I can use text features effectively to improve my understanding of a text. I will use annotation strategies to help me understand difficult texts. I can determine the central idea of the text and supporting details.
Unit Duration:1/2 quarter
Continuous

Unit 3 Suggested Learning Plan

Week(s)	Topic (Unit)	Resources/Texts	Learning Targets	Assessment
1/2 Quarter	Unit 3 - Change Agents- HMH Unit 6 Nonfiction Texts	“Craig Kielburger Reflects on Working Toward Peace” Essay by Craig Kielburger from It Takes a Child Documentary by Judy Jackson	Students will generate questions about a text before, during, and after reading. - Analyze the author’s point of view. - Write an informative essay about WE Charity. - Understand word origins. Students will analyze documentary films. - Conduct research on child and youth activists. - Write a personal essay about social activism. - Create a podcast film review of It Takes a Child. - Analyze sound effects and film footage. - Discuss with a partner elements of an interview. - the story - Use consistent verb tenses. - Use context clues to determine word meaning.	Possibly use the writing task. Students will research and write a report about a person who has worked for social change—the many challenges they encountered, as well as their accomplishments. Students may choose someone that they have read about in the unit whom they admire and would like to know more about. HMH TG Rubric (pg.510)
		“Frances Perkins and the Triangle Factory Fire” History Writing by David Brooks	Students will analyze history writing. - Determine key ideas. - Conduct research about Frances Perkins.	

		Mentor Text from The Story of the Triangle Factory Fire History Writing by Zachary Kent Independent Reading selections “Difference Maker: John Bergman and Popcorn Park” Article by David Karas from Walking with the Wind Autobiography by John Lewis “Seeing is Believing” Informational Text by Mary Morton Cowan	● Write an ode. ● Discuss primary sources. ● Identify Latin roots of English words. ● Practice subject-verb agreement. ● Identify word choices that express the author’s tone. Students will paraphrase text. Students will (ST) ● Participate in a panel discussion. ● Practice presentation skills in less structured settings. ● Analyze chronological text structure. ● Examine subject-verb agreement with prepositional phrases. ● Conduct research about the Triangle Factory fire. ● Write a short historical fiction narrative. ● Understand connotations and denotations. ● Create a graphic novel page. ● Compare the author's message and purpose. ● Speak and write using chronological transition words	
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Assessment Evidence

Rubric/Scoring	Assessment
<i>[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY]</i>	<i>[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE]</i> (Pre-assessment can double as the post-assessment) <u>Assessment Values:</u> ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions



Unit 4: Taking Action

How can I make a difference in my community?

Standards	Transfer Goal(s) /Big Ideas	
W.2.A.c - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative technique. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.1.B - Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.1.C - Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including appropriate volume at an understandable pace. 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> ● <i>Writing and speaking are simply processes for communicating their thoughts in a clear and coherent way.</i> ● <i>Writing is a process which includes various steps before a final document is produced.</i> ● <i>Writing can take on different functions, specifically narrative, expository, and argumentative.</i> ● <i>Rules exist for decision-making when working toward goals.</i> ● <i>Argumentative writing allows for various perspectives to be discussed.</i> ● <i>A writer is able to express their specific view point through a variety of methods in their writing.</i>	<i>Students will consider...</i> ● <i>Why should my argument or thought be developed or organized?</i> ● <i>Why do I need to "back-up" my argument?</i> ● <i>Why is it important that I hear others' thoughts and opinions as well?</i> ● <i>How does a group of people come together to make one common argument?</i> ● <i>How do I ask the right questions when someone is speaking?</i> ● <i>How do I reflect on both my writing and speaking and on others'?</i> ● <i>How can I use appropriate verbal and non verbal techniques?</i> ● <i>How can I paraphrase to avoid plagiarism?</i> ● <i>How can I determine if a source is reliable?</i> ● <i>How can I use transitions to lead my audience and make connections within my writing?</i> ● <i>How can I anticipate a counter-argument?</i>

Learning Targets
<i>Students will...</i> Discuss a work using the speaker's claims in order to support a response. Demonstrate an understanding of a speaker's claim through writing. Have collegial discussions based upon a set of predetermined speaking rules and goals. I will write an argumentative essay and/or debate. I can conduct and compile research about a topic or question. I can demonstrate my understanding about a topic using different mediums such as a video, podcast, and graphic novel page . I can determine if a source is reliable or unreliable I can correctly cite and paraphrase a source to avoid plagiarism. I can use transition words to make connections and lead the audience.
Unit Duration: 1/2 quarter
Continuous



Assessment Evidence

Rubric/Scoring	Assessment
[i.e., RUBRICS, STANDARDS OF PERFORMANCE, REQUIRED LEVEL OF ACHIEVEMENT FOR MASTERY] <i>Students will conduct research on a specific topic using a variety of sources. They will use the research to produce an argumentative writing piece or debate.</i>	[i.e., PERFORMANCE TASK(S), PRE-TESTS, POST-TESTS, OTHER EVIDENCE] (Pre-assessment can double as the post-assessment) Assessment Values: ● Instructional Agility-Assessment does not necessarily mean a written “quiz”. Assessment can mean a variety of different ways to learn what our students know. ○ Assessment may or may not mirror standardized assessment ● A single assessment can serve multiple purposes ○ I.e. an assessment from another unit can serve as a pre-assessment for another unit ● Assessment is part of, not separate from, the learning process ○ Pre-assessment can be used as a tool for conversation and to inform next steps in learning ● An assessment shall not be a compliance tool but to inform learning ○ We shall not over-assess or assess for the sake of assessment ● There is a social-emotional component to assessment and can be used for personal goal setting ○ Uncovering knowledge, skill, an ability is beyond a number, raw score or percent ● Pre-assessment connects where am I now, where am I going and how might I get there ● Assessment data may or may not be connected to “grades” or reported academic performance ● What we assess mirrors what we as a district/learning community values ○ Questions that focus on transfer, must connect to an assessment experience that asks students to transfer knowledge ● The learning experiences in the classroom mirrors assessment practices/structure ○ Ensuring that what is being assessed is truly aligned with the Big Ideas, Enduring Understanding, and Essential Questions

Unit 4 Suggested Learning Plan

Week(s)	Topic (Unit)	Resources/Texts	Learning Targets	Assessment
1 Quarter	Unit 4: Taking Action Art of Argument	Trash Talk video clip (p 378-379 HMH) “You’re Part of the Solution” poster (p 380-381 HMH) “Humans Need to Explore Outer Space” (p276-280 HMH) “Let Robots Take to the Stars” (p 286-290 HMH) Independent Reading Selections	● Use appropriate verbal and nonverbal techniques. ● Speak and write using transition words ● Provide evidence to support one’s argument ● Follow rules of discussion to hold a collegial debate ● Follow a writing process to prepare an argumentative piece ● Utilize persuasive techniques ● Follow the conventions of standard English when speaking and writing. ● Be an engaged audience member. ● Provide productive feedback to classmates. ● Revise original writing pieces. ● Conduct and compile research to support your claim. ● Anticipate counter claim and prepare for rebuttal. ● Avoid plagiarism by using a standard citation format and paraphrasing.	Students can engage in class debates and peer debates over a variety of high interest topics. Students can listen to debates and discuss the speaker’s claims and persuasive techniques. Students can use various mediums such as creating a video or poster to create a media campaign. (P385 HMH) Draft an email in response to the Trash Talk video clip expressing one’s opinions. Compare arguments using graphic organizers. Create an infographic to support your argument. Create a podcast that discusses your argument.

Standard: RL.1.A

Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Standard: RI.1.A

Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Draw conclusions, make logical inferences , and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
2	The student can: Draw conclusions, make inferences, and analyze by citing several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
1	The student can: Draw conclusions, make inferences, and analyze by citing any textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Standard: RI.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
2	The student can: Determine the meaning of words and phrases using context clues and/or reference materials, with no major errors or omissions regarding the simpler processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	The student can: With help, demonstrate a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.1.D	
Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	Using appropriate text, the student can consistently : Determine the theme(s) of a text and analyze its development over the course of a text and provide an objective summary of the text.
2	Using appropriate text, the student can: Determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence and summarize the text distinct from personal opinions.
1	Using appropriate text, the student can: Determine the theme(s) of a text and cite evidence of its development and summarize the text.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.2.C
Analyze how specific word choices and sentence structures contribute to meaning and tone.

Standard: RI.2.C
Analyze how specific word choices and sentence structures contribute to meaning and tone.

Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Analyze how specific word choices and sentence structures contribute to meaning and tone.
2	The student can: Analyze how specific word choices contribute to meaning and tone .
1	The student can: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.
0	Even with help, no understanding or skill demonstrated.

Standard: RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	Using appropriate text, the student can consistently : Determine the central/main idea(s) of a text and analyze its development over the course of a text and provide an objective summary of the text.
2	Using appropriate text, the student can: Determine the central/main idea(s) of a text and explain the relationship between the theme(s) and supporting evidence and summarize the text distinct from personal opinions.
1	Using appropriate text, the student can: Determine central/main idea(s) of a text and cite evidence of its development and summarize the text.
0	Even with help, no understanding or skill demonstrated.

Standard: W.1.A.a Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
2	The student can: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
1	The student can: Conduct research to answer a question; drawing on several sources; integrate information using a standard citation system.
0	Even with help, no understanding or skill demonstrated.

Standard: W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: ● gather relevant information from multiple print and digital sources, using search terms effectively; ● assess the credibility and accuracy of each source; and ● quote or paraphrase the data and conclusions of others while avoiding plagiarism and ● follow a standard format for citation.
2	The student can demonstrate partial understanding by: ● gathering relevant information from print and digital sources by using search terms; ● assessing the credibility and accuracy of each source; and ● quoting or paraphrasing the data and conclusions of others while attempting to avoid plagiarism and ● attempting to follow a standard format for citation.
1	The student demonstrates minimal understanding by: ● attempting to gather information from print and digital sources, using search terms; ● attempt to assess the credibility and accuracy of each source; and ● attempt to quote or paraphrase the data and conclusions of others while attempting to avoid plagiarism and ● attempting to follow a standard format for citation.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Narrative techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop narratives (including poems) about real or imagined experiences, which • establish and maintain a consistent point of view, and • include clearly identified characters, and • include well-structured event sequences, and • use narrative techniques, and • use relevant, descriptive details.
2	The student can demonstrate partial understanding by: Developing narratives (including poems) about real or imagined experiences, which • establish a point of view, • include characters, • include event sequences, • use narrative techniques, • use relevant, descriptive details.
1	The student demonstrates minimal understanding by: Developing narratives (including poems) about real or imagined experiences, which • May establish and maintain a consistent point of view, • Attempts to include clearly identified characters, • Attempts to include well-structured event sequences, and • Attempts to use narrative techniques, and • Attempts to use relevant, descriptive details.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Expository techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop informative/explanatory writing to examine a topic with • Relevant facts, • Relevant examples, • Relevant details, • Establish relationships between ideas and supporting evidence.
2	The student can demonstrate partial understanding by: Develop informative/explanatory writing to examine a topic with • facts, • examples, • details, • Tell relationships between ideas and supporting evidence.
1	The student demonstrates minimal understanding by: Attempting to develop informative/explanatory writing to examine a topic with • Facts, • Examples, • Details, • Establish relationships between ideas and supporting evidence.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Argumentative techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop Argumentative writing by: ● introducing and supporting a claim with ○ clear reasons and ○ relevant evidence; ● acknowledging counterclaims and composing an effective rebuttal; ● establishing relationships between claims and supporting evidence.
2	The student can demonstrate partial understanding by: Develop Argumentative writing by: ● introducing and supporting a claim with ○ Reasons and ○ Evidence; ● acknowledging counterclaims and composing a rebuttal; ● telling relationships between claims and supporting evidence.
1	The student demonstrates minimal understanding by: Develop Argumentative writing by attempting to: ● introduce and support a claim with ○ Reasons and ○ Evidence; ● acknowledge counterclaims and compose a rebuttal; ● tell relationships between claims and supporting evidence.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed, while collaborating to move the group toward completion of a task.
2	The student can: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed, while attempting to collaborate with the group..
1	The student can: Follow agreed upon rules for listening and fulfilling discussion rules independently, and may attempt to collaborate with the group.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.B Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas .
2	The student can: Delineate a speaker's argument and claims, evaluating reasoning in order to 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.
1	The student can: Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
2	The student can: Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
1	The student can: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
0	Even with help, no understanding or skill demonstrated.

READING LITERARY TEXT		Unit 1	Unit 2	Unit 3	Unit 4
8.RL.1.A (Priority)	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		X	X	X
8.RL.1.B (Priority)	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	X	X	X	X
8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).		X		
8.RL.1.D (Priority)	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	X	X		
8.RL.2.A	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	X	X		
8.RL.2.B	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.		X		
8.RL.2.C (Priority)	Analyze how specific word choices and sentence structures contribute to meaning and tone.	X	X		
8.RL.2.D	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	X	X		
8.RL.3.A	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				X
8.RL.3.B	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	X	X		
8.RL.3.C	Explain how themes reflect historical and/or cultural contexts.		X		X
8.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	X	X	X	X

8th Grade ELA Course Overview

Grade level(s): 8	Credits earned: n/a
Course Rationale	Course Description
<i>The rationale for English Language Arts (ELA) in the St. Charles School District is to provide a solid foundation for all students in the areas of reading literature and informational texts, writing, language, and speaking and listening. Through written and discussion-based analysis of texts and author's choices, students will become critical thinkers. Differentiating instruction through Standards Based Grading ensures that each student has mastered the curriculum.</i>	In this course Hardin Middle School students will acquire the literacy skills necessary to be thoughtful global citizens in the 21st Century. We are committed to fostering compassion, empathy, problem-solving and creativity by providing opportunities for students to collaborate, communicate, and think critically. To accomplish this work we will expose students to a variety of relevant and rigorous texts/media that also offer diverse perspectives of the human experience. Students will express their ideas through writing and academic discourse.
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to...</i> 1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills - Collaboration, Communication, Critical Thinking and Creativity	
Priority Missouri Learning Standards/National Standards	
RL.1.A - Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.1.A - Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. RI.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	

RL.1.D - Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

RI.1.D - Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL.2.C - Analyze how specific word choices and sentence structures contribute to meaning and tone.

RI.2.C - Analyze how word choice and sentence structure contribute to meaning and tone.

W.1.A.a - Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

W.1.A.b - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.2.A.a - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

W.2.A.b - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

W.2.A.c - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

SL.1.A - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.1.B - Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.1.C - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

Unit 1: The Power of Storytelling

Unit Duration: Quarter 1

Reading: Fiction

Writing: Narrative

Standards	Transfer Goal(s) /Big Ideas	
PRIORITY STANDARDS • <i>RL1B</i> • <i>RL1D</i> • <i>RL2C</i> • <i>RI1B</i> • <i>W2Aa</i> • <i>SL1A</i>	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills	
SUPPORTING STANDARDS • <i>RL2A</i> • <i>RL2D</i> • <i>RL3B</i> • <i>RL3D</i> • <i>W3Aa-e</i> • <i>SL2A-C</i>	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Narratives are an effective means of sharing universal experiences. Effective stories utilize appropriate word choice, characterization, tone, and descriptive language. Structure, punctuation, and grammar are essential to clear and concise writing.	<i>Students will consider...</i> Why do people tell stories? What are the components of an engaging story? How do I use writing conventions to tell an effective story? How do I use punctuation and grammar to make my writing clear and concise? What makes an academic conversation collaborative?
Unit 1 Learning Targets		
<i>Students will...</i> • Determine the meaning of words and phrases as they are used in the text. • Determine the theme(s) of a text and analyze its development. • Analyze how word choice and structures contribute to meaning and tone. • Utilize the writing process to publish a piece of narrative writing. • Follow rules for collegial discussions.		

Unit 2a: Places We Call Home

Unit Duration: First half of Quarter 2

Reading: Fiction

Writing: Expository

Standards	Transfer Goal(s) /Big Ideas	
PRIORITY STANDARDS • <i>RL1A</i> • <i>RL1B</i> • <i>RL1D</i> • <i>RL2C</i> • <i>W2Ab</i> • <i>SL1A-C</i>	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills	
	Enduring Understandings	Essential Questions
SUPPORTING STANDARDS • <i>RL1C</i> • <i>RL2A</i> • <i>RL2B</i> • <i>RL2D</i> • <i>RL3B</i> • <i>RL3C</i> • <i>RL3D</i> • <i>W3Aa-e</i> • <i>SL2A-C</i>	<i>Students will understand...</i> Texts are created by authors with specific purposes in mind. A theme is developed through character, symbolism, and event sequences in the plot. Narrative texts include elements of character development, plot structure, and sensory details.	<i>Students will consider...</i> What is the author's purpose? What techniques does the author use to support the purpose? How does the author develop theme and character? What elements of the writing process must be followed to create a successful literary analysis? How does making inferences allow readers to interpret and analyze fictional texts? What makes an academic conversation collaborative? How can using evidence from fictional texts allow readers to support their analysis of those texts?

Unit 2a Learning Targets

Students will...

- Draw conclusions, infer and analyze text by citing text evidence.
- Determine the meaning of words and phrases as they are used in the text.
- Determine the theme(s) of a text and analyze its development.
- Analyze how word choice and structures contribute to meaning and tone.
- Utilize the writing process to publish a piece of expository writing.
- Follow rules for collegial discussions.

Unit 2b: Places We Call Home

Unit Duration: Second half of Quarter 2

Reading: Non-Fiction

Writing: Expository

Standards	Transfer Goal(s) /Big Ideas	
PRIORITY STANDARDS • RI1A • RI1B • RI1D • RI2C • W2Ab • SL1A-C	• Read and understand any text or text format • Think critically and select the most relevant information • Effectively communicate ideas • Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life • 21st Century Skills	
	Enduring Understandings	Essential Questions
SUPPORTING STANDARDS • RI1C • RI2A • RI3A • RI3C • RI3D • W3Aa-e • SL2A-C	<i>Students will understand that...</i>	<i>Students will consider...</i>
	How drawing conclusions helps them interpret informational texts.	How can using evidence from informational texts allow readers to develop their understanding of the topic?
	Citing the strongest and most relevant text evidence can help support their analysis of an informational text.	How do authors of informational texts use text features such as charts and graphs to convey information?
	Students will understand that visual text features are valuable ways to communicate knowledge.	What elements of the writing process must be followed to create a successful expository piece of writing?
	Students will understand that effective expository writing involves clear and coherent communication.	What makes an academic conversation collaborative?

Unit 2b Learning Targets

Students will...

- Draw conclusions, infer and analyze text by citing text evidence.
- Determine the meaning of words and phrases as they are used in the text.
- Determine the central/main idea of a text and analyze its development.
- Analyze how word choice and structures contribute to meaning and tone.
- Utilize the writing process to publish a piece of expository writing.
- Follow rules for collegial discussions.

Unit 3: Finding Your Path

Unit Duration: Quarter 3

Reading: Non-Fiction

Writing: Argumentative

Standards	Transfer Goal(s) /Big Ideas	
PRIORITY STANDARDS • RL1A • RL1B • RI1A • RI1B • RI1D • RI2C • W1Aa-b • SL1A-C	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> How drawing conclusions helps them interpret argumentative texts. Citing the strongest and most relevant text evidence can help support their argument. Credible arguments avoid fallacies, bias, and irrelevant information. Different perspectives exist and must be acknowledged.	<i>Students will consider...</i> Why is it important to support our claims with strong, relevant text evidence? How does drawing conclusions allow readers to interpret and analyze argumentative texts? How can using evidence from various texts allow readers to support and enhance their personal argument? How can evaluating an author's argument, including identifying fallacies, bias, and irrelevant information, show the credibility of the argument? How can acknowledging the different perspectives others may have on a topic strengthen your personal argument? What makes an academic conversation collaborative?

Unit 3 Learning Targets

Students will...

- Draw conclusions, infer and analyze text by citing text evidence.
- Determine the meaning of words and phrases as they are used in the text.
- Determine the central/main idea of a text and analyze its development.
- Analyze how word choice and structures contribute to meaning and tone.
- Introduce and support a claim with clear reasons and relevant evidence.
- Acknowledge counterclaims and formulate an effective rebuttal.
- Conduct research to gather information about a topic using multiple, relevant, credible sources.
- Follow rules for collegial discussions.

Unit 4: Fight for Freedom

Unit Duration: Quarter 4

Reading: Fiction & Nonfiction

Writing: Expository & Research

Standards	Transfer Goal(s) /Big Ideas	
PRIORITY STANDARDS • RL1A • RL1B • RI1A • RI1B • RI1D • RI2C • W1Aa-c • SL1A-C	1. Read and understand any text or text format 2. Think critically and select the most relevant information 3. Effectively communicate ideas 4. Confidently critique, analyze, and apply ELA (reading, writing, speaking, listening) skills in career, personal, and other post-secondary life 5. 21st Century Skills	
	Enduring Understandings	Essential Questions
SUPPORTING STANDARDS • RL3A • RL3C • WL3D • RI1C • RI2A • RI3A • RI3B • RI3C • RI3D • W2Aa-e • SL2A-C	<i>Students will understand that...</i> Drawing conclusions helps them interpret informational texts. Citing the strongest and most relevant text evidence can help support their claim. Texts are created by authors with specific purposes in mind. Organization and use of conventions are essential to effective, clear, and coherent communication. Citations are necessary to properly credit source information. An effective research paper requires more than your own ideas. Visual text features are valuable ways to communicate knowledge.	<i>Students will consider...</i> Why is it important to support our claims with text evidence? How do I find and analyze accurate sources of information? How can I ethically incorporate others' ideas into my writing? What makes an academic conversation collaborative? How do authors of informational texts use text features such as charts and graphs to convey information? What elements of the writing process must be followed to create a successful expository piece of writing?
Unit 4 Learning Targets		
<i>Students will...</i> • Draw conclusions, infer and analyze text by citing text evidence. • Determine the meaning of words and phrases as they are used in the text. • Explain the central/main idea of a text and analyze its development. • Analyze how word choice and structures contribute to meaning and tone. • Conduct research to gather information about a topic using multiple, relevant, credible sources. • Follow rules for collegial discussions.		

Standard: RL.1.A Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Standard: RI.1.A Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: Draw conclusions, make logical inferences, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
2	The student can: Draw conclusions, make inferences, and analyze by citing several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
1	The student can: Draw conclusions, make inferences, and analyze by citing any textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Standard: RI.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
2	The student can: Determine the meaning of words and phrases using context clues and/or reference materials, with no major errors or omissions regarding the simpler processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	The student can: With help, demonstrate a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
Score	Description
4	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.
3	Using appropriate text, the student can consistently : Determine the theme(s) of a text and analyze its development over the course of a text and provide an objective summary of the text.
2	Using appropriate text, the student can: Determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence and summarize the text distinct from personal opinions.
1	Using appropriate text, the student can: Determine the theme(s) of a text and cite evidence of its development and summarize the text.
0	Even with help, no understanding or skill demonstrated.

Standard: RL.2.C Analyze how specific word choices and sentence structures contribute to meaning and tone. Standard: RI.2.C Analyze how specific word choices and sentence structures contribute to meaning and tone.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: Analyze how specific word choices and sentence structures contribute to meaning and tone.
2	The student can: Analyze how specific word choices contribute to meaning and tone.
1	The student can: Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.
0	Even with help, no understanding or skill demonstrated.

Standard: RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	Using appropriate text, the student can consistently : Determine the central/main idea(s) of a text and analyze its development over the course of a text and provide an objective summary of the text.
2	Using appropriate text, the student can: Determine the central/main idea(s) of a text and explain the relationship between the theme(s) and supporting evidence and summarize the text distinct from personal opinions.
1	Using appropriate text, the student can: Determine central/main idea(s) of a text and cite evidence of its development and summarize the text.
0	Even with help, no understanding or skill demonstrated.

Standard: W.1.A.a Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
2	The student can: Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
1	The student can: Conduct research to answer a question; drawing on several sources; integrate information using a standard citation system.
0	Even with help, no understanding or skill demonstrated.

Standard: W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently: ● gather relevant information from multiple print and digital sources, using search terms effectively; ● assess the credibility and accuracy of each source; and ● quote or paraphrase the data and conclusions of others while avoiding plagiarism and ● follow a standard format for citation.
2	The student can demonstrate partial understanding by: ● gathering relevant information from print and digital sources by using search terms; ● assessing the credibility and accuracy of each source; and ● quoting or paraphrasing the data and conclusions of others while attempting to avoid plagiarism and ● attempting to follow a standard format for citation.
1	The student demonstrates minimal understanding by: ● attempting to gather information from print and digital sources, using search terms; ● attempt to assess the credibility and accuracy of each source; and ● attempt to quote or paraphrase the data and conclusions of others while attempting to avoid plagiarism and ● attempting to follow a standard format for citation.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Narrative techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop narratives (including poems) about real or imagined experiences, which • establish and maintain a consistent point of view, and • include clearly identified characters, and • include well-structured event sequences, and • use narrative techniques, and • use relevant, descriptive details.
2	The student can demonstrate partial understanding by: Developing narratives (including poems) about real or imagined experiences, which • establish a point of view, • include characters, • include event sequences, • use narrative techniques, • use relevant, descriptive details.
1	The student demonstrates minimal understanding by: Developing narratives (including poems) about real or imagined experiences, which • May establish and maintain a consistent point of view, • Attempts to include clearly identified characters, • Attempts to include well-structured event sequences, and • Attempts to use narrative techniques, and • Attempts to use relevant, descriptive details.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Expository techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop informative/explanatory writing to examine a topic with ● Relevant facts, ● Relevant examples, ● Relevant details, ● Establish relationships between ideas and supporting evidence.
2	The student can demonstrate partial understanding by: Develop informative/explanatory writing to examine a topic with ● facts, ● examples, ● details, ● Tell relationships between ideas and supporting evidence.
1	The student demonstrates minimal understanding by: Attempting to develop informative/explanatory writing to examine a topic with ● Facts, ● Examples, ● Details, ● Establish relationships between ideas and supporting evidence.
0	Even with help, no understanding or skill demonstrated.

Standard: W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with Argumentative techniques.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can: Develop Argumentative writing by: ● introducing and supporting a claim with ○ clear reasons and ○ relevant evidence; ● acknowledging counterclaims and composing an effective rebuttal; ● establishing relationships between claims and supporting evidence.
2	The student can demonstrate partial understanding by: Develop Argumentative writing by: ● introducing and supporting a claim with ○ Reasons and ○ Evidence; ● acknowledging counterclaims and composing a rebuttal; ● telling relationships between claims and supporting evidence.
1	The student demonstrates minimal understanding by: Develop Argumentative writing by attempting to: ● introduce and support a claim with ○ Reasons and ○ Evidence; ● acknowledge counterclaims and compose a rebuttal; ● tell relationships between claims and supporting evidence.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed, while collaborating to move the group toward completion of a task.
2	The student can: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed, while attempting to collaborate with the group..
1	The student can: Follow agreed upon rules for listening and fulfilling discussion rules independently, and may attempt to collaborate with the group.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.B

Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas .
2	The student can: Delineate a speaker's argument and claims, evaluating reasoning in order to 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.
1	The student can Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
0	Even with help, no understanding or skill demonstrated.

Standard: SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	
Score	Description
4	In addition to Score 3, in-depth inferences and applications go beyond what was taught.
3	The student can consistently : Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
2	The student can: Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
1	The student can: Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
0	Even with help, no understanding or skill demonstrated.

6-12 English Language Arts Grade-Level Expectations

Missouri Department of Elementary and Secondary Education

Spring 2016

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Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Evidence/Inference K-5 correlation R1A R2A R3C	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
B Word Meanings K-5 correlation R1B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
C Text Features K-5 correlation R1A	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
Summarize/Theme K-5 correlation R2A					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View No K-5 correlation	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
C Craft and Meaning K-5 correlation R2B, R2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
D Interaction and Meaning K-5 correlation R2A	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Text in Forms K-5 correlation R4A					
B	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
Relationships in Texts K-5 correlation R1C					
C	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context K-5 correlation R2A					

Reading Literary Text

D Comprehension K-5 Correlation R1A, R1D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Evidence/Inference K-5 correlation R1A, R3A, R, C	Draw conclusions, infer, and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
B Word Meanings K-5 correlation R1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
C Text Features K-5 correlation R3A	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
Summarize/Claim K-5 correlation R3B, R3C					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R3C					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
Point of View K-5 correlation R3B					
C	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
Craft and Meaning K-5 correlation R3B					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
Argument/Evidence K-5 correlation R3B					

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Texts/Forms K-5 correlation R4A					

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
Relationships/ Texts K-5 correlation R1C					
C	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context No K-5 correlation					
D	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Writing

1 Approaching the Task as a Researcher					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Research K-5 correlation W3A	a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
	b. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. - Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. - Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details. - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

Writing

3 Approaching the Task as a Reader					
A	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Revise and Edit K-5 correlation W1C	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose. b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
Revise and Edit	d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
	e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.	e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	e. Use technology, including the Internet, to 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.	d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
K-5 correlation W1C		e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.			e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening

1 Collaborating					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Conversations K-5 correlation SL.1A, SL.3A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Questioning K-5 correlation SL.3A	Delineate a speaker's argument and claims, evaluating reasoning in order to 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.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to 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.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Speaking and Listening

C	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Viewpoints of others K-5 correlation SL1A					
2 Presenting					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Verbal Delivery K-5 correlation SL4A					

Speaking and Listening

B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL.4A					
C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL.4A					