



Quarter	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Resources
2	RL.	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they</p>	<p>1. Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</p> <p>2. Provides a statement of a theme or central idea of a text.</p> <p>-Provides a description of how the theme or central idea is conveyed through particular details.</p> <p>-Provides a summary of the text distinct from personal opinions or judgments.</p> <p>3. Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution.</p> <p>-Provides a description of how the characters respond or change as the plot moves toward a resolution.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>7. Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what</p>	<p>Unit 3 Week 2 (October 18-26, 2018) "Facing the Storm" Realistic Fiction</p> <p>"Lizzie Bright and the Buckminster Boy" Realistic Fiction</p> <p>"Confronting a Challenge" Personal Narrative</p> <hr/> <p>Week 3 "Jewels of the Sea" Narrative Nonfiction</p> <p>"The Pot that Juan Built" Narrative Nonfiction</p>	<p>Project Writing: Book Review T 28 (3 weeks)</p> <p>Weekly Prompt: T94 Narrative Point of View</p> <hr/> <p>Weekly Prompt: T 158 Informational Informative</p>	<p>Formal Assessments Selection Test (on-line)</p> <p>Weekly Assessment (resource book)</p> <p>Informal Assessment Research/Listening/Collaboration (TE)</p> <p>Oral Reading Fluency (resource book)</p> <p>Unit Three Week Two Theme</p>	<p>Curriculum Istation Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder's Leveled Readers ReadWorks Story Works Newsela</p> <p>Assessment Istation On-Demand</p>

		perceive when they listen or watch. 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	is perceived when listening or watching. 10. Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
RI.		1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	1. provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. - provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources. 2. Provides a statement of the central idea(s) of a text. -Provides a statement of how the central idea is conveyed through particular details. -Provides an objective summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). 5. Provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text. -Provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas. 6. Provides a statement of an author’s point of view in a text. -Provides a statement of an author’s purpose in a text.	“A Box of Idea” Drama/Play Week 4 “Marian Anderson: Struggle and Triumph” Biography “Major Taylor: Champion Cyclist” Biography “Margaret Bourke-White: Fearless Photographer” Biography Week 5 “Is Your City Green” Informational “Stewards of Environment” Informational Article “Modern Transit for an Ancient City” Persuasive Article Unit 4 Week 1 (2 week Lesson) “The Day the Dam		Project Writing: Argument Essay T 220 (2 weeks) Weekly Prompt: T222 Informational Informative Weekly Prompt: T286 Use all three texts for formulate a writing sample Author’s Purpose Argumentative Project Writing: Fictional Narrative T 28 (3 weeks)	Week Three Main Idea and Key Details Week Four Main Idea and Key Details Week Five Author’s Point of View Unit Four Week One Point of View Week Two Point of View/Theme Week Three Point of View Week Four Author’s Point of View Week Five Point of View/Theme	

		10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-Provides an explanation of how the author’s point of view or purpose is conveyed in the text. 10. Read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Broke” Expository Text “Years of Dust: The Story of the Dust Bowl” Expository Text	Weekly Prompt: T30 Argument Informational		
W.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or	Written Expression: Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements ¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Organization The student response demonstrates purposeful coherence, clarity, and cohesion ² and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone ³ , and/or domain-specific vocabulary. Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	Expository Text “ Erica Fernandez: Environmental Activist” Biographical Sketch Week 3 “Treasure in the Attic” Drama “The Case of the Magic Marker Mischief Maker” Drama	Weekly Prompt: T158 Narrative Point of View			

	<p>explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. 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.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and</p>		<hr/> <p>Week 4 “My Visit to Arizona” Realistic Fiction</p> <p>“Home of the Brave” Realistic Fiction</p> <p>“Aminata’s Tale” Realistic Fiction</p> <hr/> <p>Week 5 “Hey Nilda and Hi Rachael” Poetry</p> <p>“This is Just to Say” “to Mrs. Garcia, in the office,” and “Dear Thomas” Poetry</p> <p>“Primer Lesson” and “If I Can Stop on Heart from breaking” Poetry</p>	<hr/> <p>Project Writing: T220 Poetry (2 weeks)</p> <p>Weekly Prompt: T222 Personal Narrative Point of View</p> <hr/> <p>Weekly Prompt: T286 Literary Analysis Poetry</p>		
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		shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
SL.	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Demonstrates the ability to delineate a speaker's argument and specific claims. -Determines which claims are and which claims are not supported by reasons and evidence. -Demonstrates ability to present claims and findings.				
	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Provides multimedia components in presentations to clarify information. -Provides visual displays in presentations to clarify information.				
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	-Determine when to adapt speech to a variety of contexts and tasks. 6. Demonstrates a command of formal English when indicated or appropriate.				
L.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and	1. Ensure that pronouns are in the proper case (subjective, objective, possessive). -Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). -Recognize and correct inappropriate shifts in pronoun number and person.* -Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* -Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*				

		<p>identify and use strategies to improve expression in conventional language.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>2. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>-Spell correctly.</p> <p>4. Context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>-Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>-Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Interpret figures of speech (e.g., personification) in context.</p> <p>-Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>				
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		<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>-Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>6. Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.</p>				
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