



Quarter	Strand	Focus Standards	Learning Targets	Core Adopted Resources Units/Weeks Texts/Genre	Writing Focus • Genre • Time	Core Adopted Assessments	Supplemental Assessments
3	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>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>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>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.</p>	<p>1. Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</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>5. Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.</p> <p>-Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.</p> <p>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.</p>	<p><b>Unit 5</b> <b>Week 1</b> “Thunder Helper” <b>Myth</b></p> <p>“The Hero and the Minotaur” <b>Myth</b></p> <p>“The A-MAZE-ing Tale of Theseus and the Minotaur” <b>Parody</b></p> <hr/> <p><b>Week 2</b> “Journey to Freedom” <b>Historical Fiction</b></p> <p>“Elijah of Buxton” <b>Historical Fiction</b></p> <p>“The People Could Fly” <b>Folktale</b></p>	<p><b>Unit Project:</b> History Research Project (3 weeks) T28</p> <p><b>Weekly Prompt:</b> T31 Narrative <b>Entertainment</b></p> <hr/> <p><b>Weekly Prompt:</b> T95 Narrative <b>Informational</b></p>	<p><b>Formal Assessments</b> Selection Test (on-line)</p> <p>Weekly Assessment (resource book)</p> <p><b>Informal Assessment</b> Research/Listening/Collaboration (TE)</p> <p>Oral Reading Fluency (resource book)</p> <p><b>Unit Five</b> <b>Week One</b> Comparison</p>	<p><b>Curriculum</b> Istation Intervention Lessons EngageNY Novel/Chapter Book Sets Wonder’s Leveled Readers ReadWorks Story Works Newsela</p> <p><b>Assessments</b> Istation On-Demand</p>

<p><b>RI.</b></p>	<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 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>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>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.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–</p>	<p>1. Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.</p> <p>- provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.</p> <p>2. Provides a statement of the central idea(s) of a text.</p> <p>-Provides a statement of how the central idea is conveyed through particular details.</p> <p>-Provides an objective summary of the text distinct from personal opinions or judgments.</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>5. Provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.</p> <p>-Provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p> <p>6. Provides a statement of an author’s point of view in a text.</p> <p>-Provides a statement of an author’s purpose in a text.</p> <p>-Provides an explanation of how the author’s point of view or purpose is conveyed in the text.</p> <p>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.</p>	<p><b>Week 3 (2 Week Lesson)</b>  “The Science of Silk”  <b>Expository Text</b></p> <p>“Before Columbus: The Americas of 1491”  <b>Expository Text</b></p> <p>“Looking Back to Move Forward”  <b>Expository Text</b></p>	<p><b>Weekly Prompt:</b>  T159 Research  <b>Informational Project Writing:</b>  Personal Narrative  T220  (2 weeks)</p>	<p><b>Week Two</b>  Character, Setting, Plot, Compare/Contrast</p> <p><b>Week Three</b>  Compare/Contrast</p>	
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	8 text complexity band proficiently, with scaffolding as needed at the high end of the range.					
<b>W.</b>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b> The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p><b>Organization</b> The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> 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.</p> <p><b>Clarity of Language</b> 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<sup>3</sup>, and/or domain-specific vocabulary.</p> <p><b>Knowledge of Language and Conventions</b> 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.</p>				

	<p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or 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>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>					
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<p><b>SL.</b></p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>1. Demonstrates ability to effectively engage in a range of collaborative discussions on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>-Demonstrates readiness for discussion by referring to evidence from the required reading or study of material on the topic, text, or issue</li> <li>-Demonstrates ability to probe and reflect on ideas under discussion.</li> <li>-Demonstrates ability to follow rules for collegial discussions.</li> <li>-Demonstrates ability to set specific goals and deadlines for discussions.</li> <li>-Demonstrates ability to define individual roles in discussion as needed.</li> <li>-Demonstrates ability to pose and respond to specific questions with elaboration and detail.</li> <li>-Demonstrates ability to make comments that contribute to the topic, text or issue under discussion.</li> <li>-Determines key ideas expressed.</li> <li>-Demonstrates understanding of multiple perspectives through reflection and/or paraphrasing</li> </ul> <p>2. Demonstrates ability to interpret information presented in diverse media formats.</p> <ul style="list-style-type: none"> <li>-Explain how use of information presented in diverse media formats contributes to a topic, text, or issue under study.</li> </ul>				
<p><b>L.</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the</p>				

		<p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. 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> <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 grade 6 reading and content, 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</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries,</p>	<p>proper case (subjective, objective, and possessive).</p> <p>- Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>- Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>- 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> <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</i>, <i>auditory</i>, <i>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</p>				
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		<p>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>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, scrimping, economical, unwasteful, 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>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>-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> <p>-Distinguish among the connotation (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>5. Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>-Demonstrates ability to interpret figures of speech in context.</p> <p>-Demonstrates the ability to determine the relationship between particular words.</p> <p>-Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6. Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.</p>				
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