



# **Ogdensburg School**

## **English Language Arts Curriculum**

### **6 - 8**

**Born on: 8/30/11, Revised 11/3/15, Born on: May 1, 2018**

**Adopted December 4, 2018**

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RATIONALE

The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas.

Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate broadening their perspectives and involvement in community and country.

## **Anchor Standards Grades K to 8**

### **Anchor Standards: Reading**

#### **Key Ideas and Details**

- Read closely both explicitly and inferentially

- Cite specific details as evidence
- Draw conclusions
- Determine central ideas
- Analyze story development
- Summarize supporting details
- Analyze how individuals and events develop over time. In the text

#### **Craft and Structure**

- Interpret words and phrases (technical, connotative, figurative)
- Analyze how word choice shapes meaning and tone
- Analyze structure of texts (sentences, paragraphs, sections, chapters, scenes) and their relation to the whole
- Assess point of view or purpose in relation to text style

#### **Integration of Knowledge and Ideas**

- Integrate/ evaluate content in diverse media (visually, quantitatively, in words)
- Delineate / evaluate the argument and specific claims (include validity, and relevance of evidence)
- Analyze/ reflect on similar themes or topics of two or more texts to compare

#### **Range of Reading and Level of Text Complexity**

- Read and comprehend complex literary and informational texts

#### **Note on range and content of student reading**

Students must read from a broad range of increasingly challenging texts to build a foundation for college and careers. Reading should encompass stories, dramas, poems, and myths from diverse cultures and historical periods. Reading in all disciplines constructs a foundation of knowledge in a variety of fields. Instill the habits of lifelong reading.

#### **Anchor Standards: Writing**

#### **Text Types and Purposes**

- Write arguments to support claims
- Analyze substantive topics or texts
- Use valid reasoning with relevant and sufficient evidence
- Write informative/ explanatory texts
- Examine and convey complex ideas and information clearly and accurately
- Convey ideas using effective selection, organization, and analysis of content
- Write narratives developing real or imagined experience/ events
- Use effective technique, well-chosen details, well-structured event sequences

#### **Production and Distribution of Writing**

- Use development, organization, and style to produce clear and coherent writing (appropriate task, purpose, audience)
- Use planning, revising, editing, rewriting, new approaches to strength writing
- Produce and publish writing to interact / collaborate with others using the internet

#### **Research to Build and Present Knowledge**

- Conduct research projects using inquiry based process (short and sustained research)
- Research based on focus questions
- Demonstrate understanding of researched subject
- Gather relevant information from print and digital sources
- Assess credibility of sources
- Integrate information avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, research

### **Range of Writing**

- Write routinely over extended time using research, reflection, revision
- Write routinely over shorter time frames for a range of tasks, purposes, audiences

### **Note on range and content in student writing**

Students should use writing to support opinions, demonstrate understanding, convey real and imagined events/ experiences to build a foundation for college and careers. Writing in short and long forms strengthens an understanding that communication to external, at times unfamiliar, audiences needs adaptation in the form and content of their writing. Students should expand knowledge on a variety of subjects and be able to analyze literary works and information sources. Significant time and effort must be devoted to the writing process.

### **Anchor Standards: Speaking and Listening**

#### **Comprehension and Collaboration**

- Work in collaboration with diverse partners
- Build on others' ideas and express their own
- Prepare for the conversation effectively
- Integrate and evaluate diverse media
- Present visually, quantitatively, and orally
- Evaluate speakers: point of view, reasoning, use of evidence, rhetoric

#### **Presentation of Knowledge and Ideas**

- Organize, develop, reason to present information clearly to the listener
- Choose style appropriate to the task and audience
- Use digital media strategically
- Present visual displays of data that enhances presentation
- Demonstrate command of English adapted to a variety of contexts

### **Note on range and content of student speaking and listening**

Students need opportunities to partake in rich conversations to build a foundation for college and careers. Whole class, small groups, and partner work should be part of the structured conversations. Students need to contribute accurate, relevant information, respond to develop others' words, compare and contrast, and analyze and synthesize in various domains. Students communicate utilizing new technologies to acquire and share knowledge.

### **Anchor Standards: Language**

#### **Conventions of Standard English**

- Utilize standard English grammar and usage (writing and speaking)
- Demonstrate command of capitalization, punctuation, and spelling

#### **Knowledge of Language**

- Understand how language functions in different contexts
- Make effective choices for meaning / style
- Comprehend when reading and listening

**Vocabulary Acquisition and Use**

- Clarify meaning of unknown and multiple-meaning words/ phrases
- Utilize context clues
- Analyze word parts
- Consult reference material
- Demonstrate understanding of word relationships and nuances
- Acquire and use academic and domain-specific words and phrases
- Demonstrate independence of gathering vocabulary knowledge

**Notes on range and content of student language use**

Use standard English grammar, usage, and mechanics to build foundation for college and careers. Students must convey meaning effectively through language. They must clarify grade-appropriate words from listening, reading, and media. Students must explain nonliteral meaning words, shades of meaning, and expand their vocabulary. Skills related to conventions, effective language, and vocabulary are important to reading, writing, speaking, and listening.

# **English Language Arts Curriculum Sixth Grade**

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard:</b>		
<b>Clusters</b>		
<b>RL.6.1</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.6.2</b> 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.	<b>RL.6.3</b> 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
<b>Cluster Assessment</b>		
Quote from the text and make connections with what the text says explicitly . Quote from the text and make connections when inferencing.	Tell the theme or central idea of the text. Give specific details from the text to support the theme/central idea. Give a summary using the author’s voice.	Explain the plot development. Give specific examples from the text to support your explanation. Tell how the characters change and respond to the plot, specifically how they change as the text moves to a resolution.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment -</b> Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Craft and Structure</b>		
<b>Clusters</b>		
<b>RL.6.4</b> 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.	<b>RL.6.5</b> 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.	<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.
<b>Cluster Assessment</b>		
Use contextual clues to determine the meaning of figurative and connotative language in the text. Tell why these words and phrases were chosen. How do they help the author determine the tone of the text?	Choose a specific part of the text (sentence, science, chapter) and explain how this supports the author’s development of the topic, theme, setting, or plot.	Tell how the author develops the point of view of the narrator or speaker. Give specific examples of your evidence.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment -</b> Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

<b>Standard: Integration of Knowledge and Ideas</b>		
<b>Clusters</b>		
<b>RL.6.7</b> 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 perceive when they listen or watch.	<b>RL.6.8</b> (Not applicable to literature)	<b>RL.6.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<b>Cluster Assessment</b>		
After reading a text, listen to or watch a version of the text. Compare and contrast the two formats..	N/A	Reflect on texts in different genres and forms then compare and contrast how they approach the topics. Explain how the similar themes are shown in different ways.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<b>Cluster Assessment</b>		
Read and comprehend all types of grade level texts with the necessary scaffolding.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard:</b>		



<b>Clusters</b>		
<b>RI.6.1</b> Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.6.2</b> 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.	<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>Cluster Assessment</b>		
Quote from the text and make connections with what the text says explicitly. Quote from the text and make connections when inferencing.	Tell the theme or central idea of the text and give specific details from the text to support the idea. Give a summary of the text in the author's voice..	Tell how a key individual, event, or idea is shown throughout the text and give specific examples from the text to elaborate.. Tell how the characters change and respond to the plot, particularly in response to the resolution.t
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Craft and Structure</b>		
<b>Clusters</b>		
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>Cluster Assessment</b>		
Use contextual clues to determine the meaning of figurative, technical, and connotative language in the text. Tell why these words and phrases were chosen.	Choose a specific part of the text (sentence, scene, chapter) and explain how this supports the author's development of ideas.	Identify the point of view of the text and how the author develops this point of view. Cite evidence from the text to support your decision.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard:</b>		
<b>Clusters</b>		

<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>RI.6.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<b>Cluster Assessment</b>		
Use information from various formats to develop understanding of a specific topic. Explain your topic to a partner.	Choose an argument in a text and determine its specific claims. Find a claim that is supported by evidence and reasons and a claim that does not have this support.	Read two sources from different authors. Reflect, compare, and contrast the presentation of information of the two authors.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RI.6.10</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
<b>Cluster Assessment</b>		
With the necessary support and scaffolding, students will read and comprehend literary nonfiction at grade level text-complexity.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>Cluster Assessment</b>		

<b>W.6.1.A</b> Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly.	<b>W.6.1.B</b> Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>W.6.1.C</b> Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Write an introduction, write the claim, and organize the reasons and evidence to support the claim.	Write supporting paragraphs (at least three) to support the claim with evidence. Use credible sources to ensure understanding of the topic. Avoid unreliable online sources.	While writing, use words and phrases to clarify the relationship among claims and reasons.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.6.1.D</b> Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.	<b>W.6.1.E</b> Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.	
<b>Cluster Assessment</b>		
While writing, use and maintain an academic form with appropriate styles (headings etc.).	Write a concluding section or paragraph for paper presenting an specific argument.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.6.2.A</b> 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 and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.	<b>W.6.2.B</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>W.6.2.C</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to clarify the relationships among ideas and concepts.
<b>Cluster Assessment</b>		
Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.	Write at least three paragraphs to develop the topic. Use relevant facts, definitions, quotes and examples throughout the development.	Use transitions to help show and prove relationships among ideas.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.6.2.D</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>W.6.2.E</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal/academic style, approach, and form.	<b>W.6.2.F</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from the information or explanation presented.
<b>Cluster Assessment</b>		
Write to inform or explain about the topic using specific vocabulary and language.	Write using a formal/academic style throughout the paragraphs of an informative/ explanatory text.	Write a conclusion statement or sections reiterating the information or explanation in the text.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.6.3.A</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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.	<b>W.6.3.B</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.6.3.C</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>Cluster Assessment</b>		
Orient the reader through introduction of the narrative and characters. Organize the event sequence to ensure the narrative flows.	Use dialogue in narrative writing. Use description and pacing when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through different settings and sequences.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.6.3.D</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>W.6.3.E</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	
<b>Cluster Assessment</b>		
Write using descriptive and sensory language.	Write a conclusion that aligns with the sequence of events.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Production and Distribution of Writing</b>		
<b>Clusters</b>		

<b>W.6.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>W.6.6</b> 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.
<b>Cluster Assessment</b>		
Plan writing in an organized, systematic way geared to each specific styles of writing.	Revise writing with the support of a peer editor and teacher.	Publish writing in an online format.. Type at least three pages of writing in a single sitting.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Research to Build and Present Knowledge</b>		
<b>Clusters</b>		
<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>W.6.8</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>W.6.9.A</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
<b>Cluster Assessment</b>		
Research a topic to learn more about it and build knowledge. Use several sources to answer the question.	Take notes from different sources. Recall and gather information on a topic. Without plagiarising quote and paraphrase data and conclusions. Write basic bibliographic information.	Use evidence and specific details from literary or informational text to help support writing. Use analysis and reflection to approach the topic.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Research to Build and Present Knowledge</b>		
<b>Clusters</b>		

<b>W.6.9.B</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	<b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Cluster Assessment</b>	
Use evidence and specific details from informational text to support writing. Analyze and reflect before writing.	Maintain writing stamina for longer (up to two days) and shorter periods (one sitting) of time depending upon the type of writing.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Speaking and Listening</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Comprehension and Collaboration</b>			
<b>Clusters</b>			
<b>SL.6.1.A</b> 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>SL.6.1.B</b> 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. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>SL.6.1.C</b> 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. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
<b>Cluster Assessment</b>			
Read and study required information to prepare for collaborative discussions. Draw on your preparation to discuss using evidence.	Listen to classmates during discussions and speak one at a time. Engage in collaboration and build on presented ideas of others.	Ask a question on the information presented. Contribute by assuring that comments are supported by details.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Speaking and Listening</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Comprehension and Collaboration</b>			
<b>Clusters</b>			

<b>SL.6.1.D</b> 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. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>SL.6.2</b> 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.	<b>SL.6.3</b> Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>Cluster Assessment</b>		
Explain the key ideas from a discussion. Explain your own ideas and how the perspective relates to the discussions.	Analyze and interpret information present in various ways and explain how it helps and contributes to a topic being studied.	Analyze a speaker's argument and claims determining which claims are backed with reasons and evidence and which are not.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Speaking and Listening</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Presentations of Knowledge and Ideas</b>			
<b>Clusters</b>			
<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	<b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>Cluster Assessment</b>			
Present information and claims by using facts and details to highlight main ideas or themes. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Conventions of Standard English</b>			
<b>Clusters</b>			



<b>L.6.1.A</b> 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>L.6.1.B</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<b>L.6.1.C</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Recognize and correct inappropriate shifts in pronoun number and person.
<b>Cluster Assessment</b>		
Write 3 different sentences, one with a subjective pronoun, one with an objective pronoun, and one with a possessive pronoun.	Write 2 separate sentences, each containing an intensive pronoun. Share 2 separate sentences orally, each containing a different intensive pronoun.	We were so hungry but decided to make the long drive home because the choices at the restaurant would have poisoned <u>you</u> . When John's friends went to the zoo, they found out <u>you</u> can't pay with a credit card.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Conventions of Standard English</b>		
<b>Clusters</b>		
<b>L.6.1.D</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>L.6.1.E</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.	
<b>Cluster Assessment</b>		
Tell the unclear or vague pronouns in the sentence and correct them. <i>The teacher gave the student her notes.</i> <i>In most television shows, it presents a false picture of real life.</i>	When reading and writing, identify variations from standard English. Use all known strategies to improve these variations.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Conventions of Standard English</b>		
<b>Clusters</b>		

<b>L.6.2.A</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>L.6.2.B</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.
<b>Cluster Assessment</b>	
Write two sentences with nonrestrictive or parenthetical elements. Omit commas, parentheses, and dashes. Have a partner find and fix the mistakes.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or digital, if necessary.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>	
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Knowledge of Language (3.A, 3.B) Vocabulary Acquisition (6.4.A)</b>		
<b>Clusters</b>		
<b>L.6.3.A</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	<b>L.6.3.B</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Maintain consistency in style and tone.	<b>L.6.4.A</b> 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. 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.
<b>Cluster Assessment</b>		
Use a multitude of sentence types, patterns, and lengths to keep the reader's interest.	Maintain consistency in style and tone.	Use sentences/ paragraphs to determine word or phrase meaning.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Vocabulary Acquisition and Knowledge</b>		
<b>Clusters</b>		

<p><b>L.6.4.B</b> 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. 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><b>L.6.4.C</b> 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. 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><b>L.6.4.D</b> 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. 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>
<b>Cluster Assessment</b>		
<p>Find two words with the word part “dict”. Use each word in a sentence. Find two words with the word part “port”. Use each word in a sentence.</p>	<p>Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you use the proper words and phrases.</p>	<p>Write down a guess about the meaning of an unknown word (blithe). Read the sentence and make another guess about the meaning of the word blithe. Even though my friend has to pay her bills soon, she is <b>blithe</b> about not having a steady income. Look up blithe in the dictionary to determine the meaning and compare it to previous guesses.</p>
<p><b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b></p>		
<p><b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

<p><b>Content Area: English Language Arts</b></p>	<p><b>Grade Level:</b> 6</p>	<p><b>Domain: Language</b></p>
<p><b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p><b>Standard: Vocabulary Acquisition and Knowledge</b></p>		
<p><b>Clusters</b></p>		

<b>L.6.5.A</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context.	<b>L.6.5.B</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>L.6.5.C</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).
<b>Cluster Assessment</b>		
After reading a text, be able to identify the figures of speech and be able to interpret its meaning.	Use what you know about word relationships to help understand each of the words.	Use what you know about known words to determine meaning of similar meanings.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 6</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Vocabulary Acquisition and Knowledge</b>		
<b>Clusters</b>		
<b>L.6.6</b> 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.		
<b>Cluster Assessment</b>		
Use acquired vocabulary and academic words within writing and speaking.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

## English Language Arts Curriculum

# Seventh Grade

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Reading Literature</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Key Ideas and Details</b>			
<b>Clusters</b>			
<b>RL.7.1</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>Cluster Assessment</b>			
Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	Tell the theme of a text and analyze how it developed throughout the text. Write an objective summary with textual evidence.	Analyze how the parts of a story or drama are connected.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Reading Literature</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Craft and Structure</b>			
<b>Clusters</b>			
<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<b>Cluster Assessment</b>			
Identify connotation and denotation and how inferences apply while reading. Analyze repetition of sounds within a poem or drama.	Tell how the structure of the work contributes to its meaning. Explain how a soliloquy or sonnet impacts the meaning and structure of the piece.	Tell about the interplay of characters through dialogue and action. Tell the point of view that the author takes and how it relates to the reader's perspective of character.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Reading Literature</b>	
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<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Integration of Knowledge and Ideas</b>		
<b>Clusters</b>		
<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>RL.7.8</b> (Not applicable to literature)	<b>RL.7.9</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<b>Cluster Assessment</b>		
Compare/contrast the plots, characters, settings, and themes of a written text and a filmed, staged, or multimedia presentation of the same work.	N/A	Compare/contrast among a nonfiction piece and a fictional account of the same time period.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RL.7.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<b>Cluster Assessment</b>		
With support, students will read and comprehend grade level literature.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Key Ideas and Details</b>		

<b>Clusters</b>		
<b>RI.7.1</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>Cluster Assessment</b>		
Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	Tell the central ideas of a text and analyze how they have developed throughout the text. Find the textual details that support the central ideas. Write an objective summary with textual evidence.	Identify cause and effect relationships between individuals, events, and ideas in a text. Analyze how they influence each other.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Craft and Structure</b>		
<b>Clusters</b>		
<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>RI.7.6</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<b>Cluster Assessment</b>		
Identify figurative, connotative, technical meanings and content specific vocabulary. Identify the author’s meaning and tone determined by the word choice.	Explain how the structure of the piece contributes to its meaning. Tell how the text features help the readers understand the piece and contribute to helping find information.	Determine the author’s point of view through tone and word choice.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Integration of Knowledge and Ideas</b>		

<b>Clusters</b>		
<b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.7.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>Cluster Assessment</b>		
Compare/contrast a text and a multimedia portrayal of the same text.	Evaluate the argument and claims in a text and determine whether they are reasonable.	Reflect on texts when multiple authors write about the same topic, but present key information differently (e.g, a memoir and a biography). Compare and contrast the texts the the authors’ approaches.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RI.7.10</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
<b>Cluster Assessment</b>		
With the necessary support and scaffolding, students will read and comprehend literary nonfiction at grade level text-complexity.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		



<b>Clusters</b>		
<b>W.7.1.A</b> Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.7.1.B</b> Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.7.1.C</b> Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim (s), reasons, and evidence.
<b>Cluster Assessment</b>		
Write an introduction, write the claim and organize the reasons and evidence to support the claim.	Write supporting paragraphs (at least three) to support the claim with evidence. Use credible sources to ensure understanding of the topic.	Use words and phrases to clarify the relationship among claims and reasons.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.7.1.D</b> Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.	<b>W.7.1.E</b> Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Cluster Assessment</b>		
Write using a formal/academic style throughout the work.	Write a conclusion statement or section reiterating the information or explanation in the work.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.7.2.A</b> 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 clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	<b>W.7.2.B</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>W.7.2.C</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>Cluster Assessment</b>		
Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.	Write at least three paragraphs to develop a topic. Use relevant facts, definitions, quotes and examples through the development.	Use transitions to help show and prove relationships among ideas.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.7.2.D</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>W.7.2.E</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style academic style, approach, and form.	<b>W.7.2.F</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>Cluster Assessment</b>		
Write using specific vocabulary and language to inform or explain a topic.	Write using a formal/academic style throughout the work.	Write a conclusion statement or sections reiterating the information or explanation in the text.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.7.3.A</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.B</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>W.7.3.C</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>Cluster Assessment</b>		
Orient the reader by introducing the narrative and characters. Organize the event sequence to ensure the narrative flows.	Use dialogue in narrative writing. Use description and pacing when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through different setting and sequences.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.7.3.D</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>W.7.3.E</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<b>Cluster Assessment</b>		
Write using descriptive and sensory language.	Write a conclusion that makes sense with the sequence of events.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Production and Distribution of Writing</b>		
<b>Clusters</b>		

<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>Cluster Assessment</b>		
Plan each type of writing in an organized systematic way geared to each specific writing task.	Revise writing with the help of a peer editor and teacher.	Use technology to collaborate with peers during the writing process including linking and citing sources.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Research to Build and Present Knowledge</b>		
<b>Clusters</b>		
<b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>W.7.8</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>W.7.9.A and B</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<b>Cluster Assessment</b>		
Research a topic to answer a question using several sources. Determine two more questions to research the same topic.	Take notes from different sources, recall and gather information on a topic. Quote and paraphrase data and conclusions, without plagiarism. Write basic bibliographic information.	A. Use evidence and specific details from literature text to help support writing. B. Use evidence and specific details from literary nonfiction text to help support writing.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Writing</b>		

<b>Clusters</b>
<b>W.7.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Cluster Assessment</b>
Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Comprehension and Collaboration</b>		
<b>Clusters</b>		
<b>SL.7.A</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.B</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles	<b>SL.7.C</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<b>Cluster Assessment</b>		
Read and study required information to be able to make references in class. Use the prior preparation to add to discussion and reflection about topic being discussed in class.	Listen to classmates during discussions and speak one at a time.	Ask a question on the information presented. Make a comment based on what another classmate has asked.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Comprehension and Collaboration</b>		
<b>Clusters</b>		

<b>SL.7.D</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. D. Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>Cluster Assessment</b>		
Listen to new information presented by others and if necessary, modify views.	Find the main idea and details in all types of formats and media. Tell how the ideas clarify the topic being examined.	Identify the speaker's argument and claims. Determine if they are reasonable. Tell if there is enough evidence and if it is relevant.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Presentation of Knowledge and Ideas</b>		
<b>Clusters</b>		
<b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Cluster Assessment</b>		
Present information and claims by using facts and details to highlight main ideas and themes.. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level:</b> 7	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Conventions of Standard English</b>		
<b>Clusters</b>		

<b>L.7.1.A</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.B</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.C</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>Cluster Assessment</b>		
Tell the need and role of clauses and phrases in a sentence.	Write a variety of sentences to fit the relationship of ideas and style of writing.	Use phrases and clauses in sentences. Fix misplaced and dangling modifiers.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Language</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Conventions of Standard English (7.2) and Knowledge of Language (7.3)</b>			
<b>Clusters</b>			
<b>L.7.2.A</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).	<b>L.7.2.B</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	<b>L.7.3.A</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
<b>Cluster Assessment</b>			
Use commas to separate coordinate adjectives.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online. if necessary.	Write concisely.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Language</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Vocabulary Acquisition and Use</b>			
<b>Clusters</b>			

<b>L.7.4.A</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. 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.	<b>L.7.4.B</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>L.7.4.C</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. 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.
<b>Cluster Assessment</b>		
Use context clues to help determine word meaning.	Use all known and common Greek and Latin word parts to help determine meanings of words.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you’ve use the proper words and phrases.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Vocabulary Acquisition and Use</b>		
<b>Clusters</b>		
<b>L.7.4.D</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. 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).	<b>L.7.5.A</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>L.7.5.B</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>Cluster Assessment</b>		
Use a dictionary, hard copy or digital, to check the preliminary determination of a word.	Determine the meaning of figures of speech within context.	Use what you know about known words to determine similar meanings.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 7</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Vocabulary Acquisition and Use</b>		



<b>Clusters</b>	
<p><b>L.7.5.C</b>            Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.            C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>L.7.6</b>            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>
<b>Cluster Assessment</b>	
<p>Use what you know about words to distinguish among connotations and denotations.</p>	<p>Use acquired vocabulary and academic words within writing and speaking.</p>
<p><b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b></p>	
<p><b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>	

# English Language Arts Curriculum Eighth Grade

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Key Ideas and Details</b>		
<b>Clusters</b>		
<b>RL.8.1</b> Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>Cluster Assessment</b>		
Cite 3 or more pieces of text evidence to support the explicit ideas. Make connections to textual inferences.	Tell the theme of a text and analyze how it has developed throughout the text. Write an objective summary with textual evidence.	Analyze how the parts of a story or drama are connected.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Craft and Structure</b>		
<b>Clusters</b>		
<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>Cluster Assessment</b>		
Identify connotative and figurative meaning of words used in the text. Explain how the author's word choice impacts the meaning and tone of the work..	Tell how the structure of the piece contributes to its meaning.	Tell the point of view that the author takes and how it relates to the reader's perspective of character.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

<b>Standard: Integration of Knowledge and Ideas</b>		
<b>Clusters</b>		
<b>RL.8.7</b> Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	<b>RL.8.8</b> (Not applicable to literature)	<b>RL.8.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<b>Cluster Assessment</b>		
Determine similarities and differences between a live production and a text of a story or drama..	N/A	Compare/contrast a nonfiction piece and a fictional account of the same time period.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Literature</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RI.8.10</b> By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. .		
<b>Cluster Assessment</b>		
With support, students will read and comprehend grade level literature.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Key Ideas and Details</b>		

<b>Clusters</b>		
<b>RL.8.1</b> Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Cluster Assessment</b>		
Analyze the text for explicit and inferred content. Cite evidence to support the analysis of the text.	Explain the theme or main idea of the text. Identify the author’s development of the theme/ idea. Summarize the text providing support of the main idea.	Analyze text in reference to characters, ideas, and events. Make connections between the references using distinctions such as comparison, analogy, or category.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Informational Text</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Craft and Structure</b>			
<b>Clusters</b>			
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.5</b> Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	<b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
<b>Cluster Assessment</b>			
Determine meanings of figurative, connotative and technical language, Analyze word choice to identify the author’s meaning and tone. Include analogies and allusions to other texts.	Analyze text structure attending to sentences, story development, and key concepts in the work.	Identify the author’s point of view. Cite evidence where the author attends to conflicting evidence or views.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>			
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Informational Text</b>	
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
<b>Standard: Integration of Knowledge and Ideas</b>			

<b>Clusters</b>		
<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<b>RI.8.9</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>Cluster Assessment</b>		
Evaluate the best method for presentation of a variety of topics or ideas. Consider print, digital, video, audio, and multimedia presentations.	Identify the claims in a text and assess the soundness of the reasoning. Cite evidence to show relevant and irrelevant points within the text.	Analyze two or more nonfiction texts. Provide evidence to identify conflicting information. Cite evidence that shows agreement between the texts.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Reading Informational Text</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Reading and Level of Text Complexity</b>		
<b>Clusters</b>		
<b>RI.8.10</b> By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
<b>Cluster Assessment</b>		
With support, read and understand nonfiction with grade level text-complexity at or above grade level.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.8.1.A</b> Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	<b>W.8.1.B</b> Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.8.1.C</b> Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>Cluster Assessment</b>		
Write an introduction to make a claim in your writing. Support the claim with appropriate reasons and evidence. Organize the text logically and attend to opposing claims.	Write a minimum of five paragraphs supporting a claim providing clear, logical reasons and evidence. Cite credible sources from both text and digital areas. Show understanding of your topic.	When supporting a claim, create a cohesive argument using clarity, reasons, evidence, and counterclaims.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.8.1.D</b> Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.	<b>W.8.1.E</b> Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.	
<b>Cluster Assessment</b>		
Utilize a formal style when writing arguments to support a claim.	Write a statement or section as conclusion to a claim which supports the presented argument.	
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<b>W.8.2.A</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	<b>W.8.2.B</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	<b>W.8.2.C</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>Cluster Assessment</b>		
Utilizing text structure and features, write an introduction to an informative/ explanatory piece. Organize ideas, concepts, and information for your writing.	Write a minimum of five paragraphs to develop an informative/ explanatory piece. Utilize appropriate facts, definitions, details, quotations and other examples to develop the writing.	Utilize transition words to create a cohesive and clear relationship among the ideas and concepts in the writing.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		
<b>W.8.2.D</b> Write arguments to support claims with clear reasons and relevant evidence. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>W.8.2.E</b> Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style/academic style, approach, and form.	<b>W.8.2.F</b> Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>Cluster Assessment</b>		
In informational writing, utilize domain-specific language that is precise.	Utilize a formal style when writing arguments to support the claim. Use clear and relevant evidence.	Write a conclusion statement or section. Support the information presented in the development of the writing.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Text Types and Purposes</b>		
<b>Clusters</b>		

<p><b>W.8.3.A</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p><b>W.8.3.B</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><b>W.8.3.C</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>
<b>Cluster Assessment</b>		
<p>Write the introduction to a narrative about a real or imagined experience or event. In the introduction, establish the point of view and context. Introduce the narrator and characters. Organize sequence of events logically.</p>	<p>Develop characters, experiences, and events while writing the supporting paragraphs of the narrative. Utilize narrative techniques including dialogue, pacing, description, and reflection. Reflect on input from a peer about the writing.</p>	<p>Show the relationship among experiences and events through transition words, phrases, and clauses. Convey sequence and shifts of time or setting through careful word choice.</p>
<p><b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b></p>		
<p><b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

<p><b>Content Area: English Language Arts</b></p>	<p><b>Grade Level: 8</b></p>	<p><b>Domain: Writing</b></p>
<p><b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p><b>Standard: Text Types and Purposes</b></p>		
<b>Clusters</b>		
<p><b>W.8.3.D</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>W.8.3.E</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<b>Cluster Assessment</b>		
<p>While developing the narrative, use well chosen language to convey description, sensory images, actions, experience, and events.</p>	<p>Construct a conclusion that reflects the experiences and events of the narrative. Use peer editing to revise your conclusion.</p>	
<p><b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b></p>		
<p><b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.</p>		

<p><b>Content Area: English Language Arts</b></p>	<p><b>Grade Level: 8</b></p>	<p><b>Domain: Writing</b></p>
<p><b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		



<b>Standard: Research to Build and Present Knowledge</b>		
<b>Clusters</b>		
<b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>W.8.8</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>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
<b>Cluster Assessment</b>		
Identify a question and conduct research using a variety of sources. Use the research to generate additional questions of exploration.	Identify credible sources of information both in hard copy and digitally. Avoid plagiarism when quoting from source materials. Cite references appropriately.	A. Analyze the themes, events, characters, and settings from a variety of traditional sources. Describe how the material is “made new”. B. Analyze the reasoning and evidence in a nonfiction text for relevant and irrelevant evidence.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Writing</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standard: Range of Writing</b>		
<b>Clusters</b>		
<b>RI.8.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
<b>Cluster Assessment</b>		
Write for extended periods of time and shorter periods of time utilizing research, reflection, self-editing, and revising. Write for a range of tasks, purposes, and audiences. Use peer editing through online venues.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

<b>Standard: Speaking and Listening</b>		
<b>Clusters</b>		
<p><b>SL.8.1.A</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SL.8.1B</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.8.1.C</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>
<b>Cluster Assessment</b>		
Prepare, in advance, for class discussion by reading material or researching. Collaborate on the material citing evidence. Reflect on others’ ideas during discussion.	Discuss a range of topics. Work in a variety of collaborative situations making decisions, tracking progress, and defining roles.	Respond with questions and comments after hearing several speakers. Cite relevant evidence in your questions.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards:</b>		
<b>Clusters</b>		

<b>SL.8.1. D</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>Cluster Assessment</b>		
Engage in collaborative discussions with peers. Listen to new information, build upon information, and justify your views if necessary.	Analyze the reason behind information presented in diverse media and formats.	Ask a question on the information presented. Make a comment based on what another classmate has asked.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Speaking and Listening</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Presentation of Knowledge and Ideas</b>		
<b>Clusters</b>		
<b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Cluster Assessment</b>		
Present information and claims by using facts and details to highlight main ideas and themes. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when to use informal discourse. Use formal English when appropriate.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Conventions of Standard English</b>		
<b>Clusters</b>		

<b>L.8.1.A</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>L.8.1.B</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use verbs in the active and passive voice.	<b>L.8.1.C and D</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.
<b>Cluster Assessment</b>		
Tell the function of verbals and how and why they are used in sentences.	Write and use verbs in the active and passive voices.	C. Write and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. D. Identify and correct mistakes in verb shifts (voice and mood).
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Conventions of Standard English</b>		
<b>Clusters</b>		
<b>SL.8.2.A</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>SL.8.2.B</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use an ellipsis to indicate an omission.	<b>SL.8.2.C</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.
<b>Cluster Assessment</b>		
Use correct punctuation to indicate a pause or break.	Use an ellipsis to show an omission in writing.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online. if necessary.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Knowledge of Language</b>		
<b>Clusters</b>		

<b>L.8.3.A</b>
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<b>Cluster Assessment</b>
Use verbs in different moods (active, passive, conditional, and subjunctive) while writing and speaking.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.</b>
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Vocabulary and Acquisition Use</b>		
<b>Clusters</b>		
<b>L.8.4.A</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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.	<b>L.8.4.B</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	<b>L.8.4.C and D</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. 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. 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).
<b>Cluster Assessment</b>		
Use context clues to help determine word meaning.	Use all known and common Greek and Latin word parts to help determine meanings of words.	C. Properly use appropriate reference materials to find pronunciation, meaning or part of speech for a word. D. Use a dictionary, hard copy or digital, to check the preliminary determination of a word.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Vocabulary Acquisition and Use</b>		

<b>Clusters</b>		
<b>L.8.5.A</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context.	<b>L.8.5.B</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words to better understand each of the words.	<b>L.8.5.C</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).
<b>Cluster Assessment</b>		
Determine the meaning of figures of speech within context. Interpret irony and puns in figurative language.	Use what you know about known words to determine similar meanings.	Use what you know about words to distinguish among connotations and denotations.
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

<b>Content Area: English Language Arts</b>	<b>Grade Level: 8</b>	<b>Domain: Language</b>
<b>21<sup>st</sup> Century Theme:</b> Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
<b>Standards: Vocabulary Acquisition and Use</b>		
<b>Clusters</b>		
<b>L.8.6</b> 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.		
<b>Cluster Assessment</b>		
Use acquired vocabulary and academic words within writing and speaking.		
<b>Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..</b>		
<b>Assessment</b> - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		