

Istation Reading Curriculum
Correlated to

Puerto Rico Core Standards
for English Language Arts and Reading

Grades 6-8



Istation

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**Istation ELAR Curriculum
Sixth Grade**

**Legend: Puerto Rico Core Standards for English Language Arts
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Reading Standard Strands

**1 = Listening (L)
2 = Speaking (S)
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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Vocabulary to: i. Listen and interact with peers during group participation and oral presentations. (PRCS: 6.L.1) ii. Listen attentively, stay focused, ask/answer detailed closed and open-ended questions, express appropriate reasons, and begin to express opinions or to clarify positions using complete sentences and correct grammar. (PRCS: 6.L.1a) iii. Interact in a socially appropriate manner. (PRCS: 6.L.1b)	15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [6.L.1] through [6.L.1d]</i>	✓					
		ISIP Advanced Reading	<i>G10 Fluency 4: Nightmare on Bus 33 G10 Fluency 8: Ode to Gravity G4 Fluency 8: A Word from the Unwelcome G5 Fluency 8: The Wonder of It All G6 Fluency 4: Bee Prepared G6 Fluency 8: Neither Hair Nor There G7 Fluency 4: Legend of Lowcalibur G8 Fluency 4: The Case of the Missing Poodle</i>	✓					

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	iv. Listen, memorize, and respond to complex instructions, expressing self using complete sentences. (PRCS: 6.L.1c)		<i>G8 Fluency 8: One Tree, For Haiku</i>					
	v. Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting. (PRCS: 6.L.1d)		<i>G9 Fluency 4 Showtime at Charade</i>					
			<i>G9 Fluency 8 Elevation [6.L.1] through [6.L.1d]</i>					
		ISIP Advanced Reading	<i>5A Reading Comprehension: Lesson 2 - Too Much of a Good Thing</i>	✓				
			<i>7A Reading Comprehension: Lesson 2 - Round and Round</i>					
			<i>7B Reading Comprehension: Lesson 2 - Unplug Yourself!</i>					
			<i>7C Reading Comprehension: Lesson 2 - Night Light</i>					
			<i>8A Reading Comprehension: Lesson 2 - A Good Fit [6.L.1a]</i>					
		13	<i>Race Across the Arctic [6.L.1d]</i>	✓				

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		15	<i>Bridge Lesson: General Comprehension 2</i> [6.L.1d]	✓				
		Timeless Tales	<i>All Activities</i> [6.L.1a], [6.L.1c], [6.L.1d] <i>World Of Wonders Writing Prompts, Teacher-Directed Lessons</i> [6.L.1] through [6.L.1d]	✓				
		SBTR	<i>Forest Fires: Lessons from the Front Lines</i> [6.L.1] through [6.L.1d]	✓				
		SBTR	<i>Comprehension Activities:</i> <i>Lesson 51: Informational Texts/Analyzing Persuasive Media: Sharks in Danger</i> <i>Lesson 52: Informational Texts/Analyzing Persuasive Media: Public Service Announcement</i> <i>Lesson 53: Informational Texts/Persuasive: Global Warming –</i>	✓				

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			<i>Not just for Polar Bears Anymore</i> [6.L.1] through [6.L.1d]					
	(2) The student will engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.							
2A	Evaluate Information and Respond Effectively to: i. Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. (PRCS: 6.S.1) ii. Respond orally to closed and open-ended questions. (PRCS: 6.S.2) iii. Listen, analyze, and		<i>All Activities</i> [6.S.1] through [6.S.3]		✓			
		SBTR	<i>Bridge Lessons 9-12: General Comprehension 1-4</i> [6.S.1] through [6.S.3]		✓			
		Timeless Tales	<i>1.1A Comprehension, Summarize and Paraphrase</i> [6.S.1] <i>Fairy Tales, Legends, and Folklore Lesson 2.1B – Plot Elements – Teach, Guided, Independent</i> <i>Fairy Tales, Legends, and Folklore</i>		✓			

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iv. v. vi. vii.	respond to complex instructions. (PRCS: 6.S.2a) Express self using correct, simple, compound, and complex sentences. (PRCS: 6.S.2b) Answer and formulate both closed and open-ended questions in both formal and informal discussions. (PRCS: 6.S.2c) Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept. (PRCS: 6.S.2d) Use appropriate vocabulary, including homonyms, homographs, and grammatically correct language to discuss		<i>Lesson 2.1B – Plot Elements</i> <i>Fairy Tales, Legends, and Folklore</i> <i>Lesson 2.1B – Plot Elements – Extras</i> <i>Modern Storytellers: Filmmakers</i> <i>Lessons 4.1A and 4.1B</i> <i>All Timeless Tales Activities</i> <i>[6.S.1] through [6.S.3]</i>					
	15	<i>Bridge Lessons 9-12: General Comprehension 1-4</i> <i>[6.S.1] through [6.S.3]</i>		✓				
	ISIP AR	<i>10C Vocabulary Tier 1: – Bullying Homographs</i> <i>4B Vocabulary Tier 2” A Hairy Little Problem – Homographs</i> <i>6A Vocabulary Tier 3: Land of the Free – Homographs</i> <i>9A Vocabulary Tier 3: Food for Thought – Homographs</i> <i>[6.S.3]</i>		✓				

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	experiences and texts with precision and detail. (PRCS: 6.S.3)								
2B	Use Key Ideas, Details, and Language Skills to:	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [6.S.4] through [6.S.6a]</i>		✓				
	i. Negotiate with or persuade others in conversations using grade-appropriate vocabulary, as well as open responses, to provide and support counter-arguments. (PRCS: 6.S.4) ii. Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary, adjusting language choices according to purpose, task and audience. (PRCS: 6.S.5) iii. Plan and deliver oral	Timeless Tales	<i>Paige's Page: Blogging the Hero's Journey - How to Be a Hero [6.S.6b]</i>		✓				

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	<p>presentations on a variety of topics and content areas, using details and evidence to support ideas. (PRCS: 6.S.6)</p> <p>iv. Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision. (PRCS: 6.S.6a)</p> <p>v. Analyze a poem or work of art and compare two or more current events. (PRCS: 6.S.6b)</p>							

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	(3) The student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Craft and Structure to: i. Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (<i>when accessible</i>) to explain and evaluate main ideas, phenomena, processes, cultural identity and relationships and to express inferences and conclusions, quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction	12	<i>Lesson 13A Author's Purpose [6.R.1], [6.R.2]</i>			✓			
		15	<i>Bridge Lessons 9-12: General Comprehension 1-4</i> <i>Bridge Lesson 10 – General Comprehension 2 [6.R.4], [6.R.4L], [6.R.4I]</i>			✓			
		ISIP AR	<i>4B Vocabulary Tier 2: Homographs – A Hairy Little Problem</i> <i>4C Tier 1 Vocabulary: A New Human Species Latin and Greek Roots (cred, auto)</i> <i>5A Vocabulary Tier 3: Latin Root (tract)</i>			✓			

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	vs. nonfiction as well as facts/supporting details from the texts. (PRCS: 6.R.1) ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS: 6.R.2) iii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (PRCS: 6.R.2L) iv. Determine main idea(s) of an informational text and explain how they are		– <i>A Matter of Interest</i> <i>10A Vocabulary Tier 3: Latin Roots (aud, bene) – Hope from the Past</i> <i>10B Vocabulary Tier 2: Greek Roots (chron, phon) – Driving Smart</i> <i>10C Vocabulary Tier 1: Bullying – Homographs</i> [6.R.4], [6.R.4L], [6.R.4I]						
		Timeless Tales	<i>Unit 1 Vocabulary: Understanding Words in Context</i> [6.R.1] through [6.R.4I] <i>Unit 1: Storytelling Across Cultures - Vocabulary Visa 1.1: Words in Context</i> <i>Unit 1: Storytelling Across Cultures - Vocabulary Visa 1.1: Words in Context – Extras</i> <i>Unit 1: Storytelling Across Cultures - Vocabulary Visa 1.1: Words in Context – Reteach</i>			✓			

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	supported by key details; summarize the text. (PRCS: 6.R.2I)		<i>[6.R.4], [6.R.4L], [6.R.4I]</i> <i>Unit 1: Storytelling Across Cultures - Vocabulary Visa 1.1: Words in Context - Teach, Guided, Independent</i>					
v.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS: 6.R.3)		<i>Unit 2: Fairy Tales, Legends, and Folklore - Vocabulary Visa 2.1: Words in Context</i>					
vi.	Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (PRCS: 6.R.3L)		<i>Unit 2: Fairy Tales, Legends, and Folklore - Vocabulary Visa 2.1: Words in Context - Extras</i> <i>Unit 2: Fairy Tales, Legends, and Folklore - Vocabulary Visa 2.1A: Words in Context - Introduction</i>					
vii.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information		<i>Unit 2: Fairy Tales, Legends, and Folklore - Vocabulary Visa 2.1A: Words in Context - Teach, Guided, Independent</i> <i>Unit 2: Vocabulary Visa [6.R.4], [6.R.4L], [6.R.4I]</i> <i>Unit 2: Fairy Tales, Legends, and Folklore - Vocabulary Visa 2.1B: Words</i>					

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	<p>viii. in the text. (PRCS: 6.R.3I) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS: 6.R.4)</p> <p>ix. Determine the meaning of words and phrases as they are used in a literary text, including figurative language. (PRCS: 6.R.4L)</p> <p>x. Determine the meaning of academic and content-specific words and phrases in an informational text. (PRCS: 6.R.4I)</p>		<p><i>in Context – Extras</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore – Vocabulary Visa 2.1B: Words in Context – Reteach</i></p> <p><i>Unit 3: Vocabulary Visa [6.R.4], [6.R.4L], [6.R.4I]</i></p> <p><i>Passages/Exhibits:</i> <i>The Timeless Times – Shipwrecked</i> <i>The History of Storytelling</i> <i>Forbidden Stone</i> <i>Sir George and Slasher</i> <i>Rising Swann</i> <i>Destination Unknown</i> <i>Running Barefoot Through Shadows</i> <i>The Four Dragons</i> <i>The Legend of the Texas Bluebonnet</i> <i>In Honor of Ellie Rose</i> <i>The Tree Spirit</i> <i>Google Technology</i> <i>Ali Baba and the Forty Thieves</i> <i>Altyn, Parts 1-2</i> <i>Balto and the Race of Mercy</i> <i>Australian Aborigines: Storytelling</i> <i>Through Dance and Song</i> <i>Belle and the Bully</i></p>					

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			<p><i>China's Great Dragon</i> [6.R.1] through [6.R.3]</p> <p><i>Resource Materials:</i> <i>Bull's-Eye Organizer</i> <i>Exhibit 13 – Symbols Decoded Chart</i> <i>Iceberg Organizer</i> [6.R.4L], [6.R.4I]</p> <p><i>Units 2 & 3: Story Elements</i> [6.R.2] through [6.R.3I]</p> <p><i>Unit 4.1A: Identify Author's Purpose -</i> <i>Parts of a Film, Making of a</i> <i>Documentary</i> [6.R.2], [6.R.3]</p> <p><i>Unit 4.1A: Parts of a Film, World of</i> <i>Wonders Passages, Teacher-Directed</i> <i>Lessons</i> [6.R.1]</p> <p><i>Unit 4.1B: Analyze, Text Structures,</i> <i>Chronological order, Cause & Effect –</i> <i>Biography, Original vs. Screenplay,</i> <i>World of Wonders Passages, Teacher-</i> <i>Directed Lessons</i></p>					

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			[6.R.4], [6.R.4L], [6.R.4I]					
3B	<p>Use Point of View and Text Structure to:</p> <p>i. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PRCS: 6.R.5)</p> <p>ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (PRCS: 6.R.5L)</p> <p>iii. Compare and contrast the overall structure (e.g., chronology,</p>	Timeless Tales	<p><i>Unit 1: Mulan, Wall of Water, Teacher-Directed Lessons</i> [6.R.5]</p> <p><i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons</i> [6.R.5], [6.R.5L]</p> <p><i>Unit 2: The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages</i> [6.R.5], [6.R.6], [6.R.6L], [6.R.6I]</p> <p><i>Giant Killer, Rising Swann, Teacher-Directed Lessons</i> [6.R.5L]</p> <p><i>Units 1-3: Teacher-Directed Lessons</i> [6.R.7], [6.R.7L], [6.R.7I]</p> <p><i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons</i> [6.R.5L], [6.R.7], [6.R.7L]</p>			✓		

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	<p><i>comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more informational texts. (PRCS: 6.R.5I)</p> <p>iv. Assess how point of view or purpose shapes the content and style of a text. (PRCS: 6.R.6)</p> <p>v. Describe how a narrator's or speaker's point of view influences how events are described in a literary text. (PRCS: 6.R.6L)</p> <p>vi. Analyze the same event or topic from different informational text sources, noting similarities and differences in the point</p>		<p><i>Masks, Teacher-Directed Lessons [6.R.5L]</i></p> <p><i>Units 1-3: Teacher-Directed Lessons [6.R.5I] through [6.R.6L]</i></p> <p><i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages [6.R.5], [6.R.6], [6.R.6L], [6.R.6I]</i></p> <p><i>Unit 4.1A: Parts of a Film, making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons</i></p> <p><i>Unit 4 Extras: Teacher-Directed Lessons [6.R.7]</i></p>					

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	of view they represent. (PRCS: 6.R.6I) vii. Integrate and evaluate content presented in diverse media and formats. (PRCS: 6.R.7) viii. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>). (PRCS: 6.R.7L) ix. Distinguish information from a variety of informational texts (e.g., <i>books, magazines, newspapers, and websites</i>) using the most valuable							

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	informational source to locate an answer, cite a source, or solve a problem. (PRCS: 6.R.7I)								
3C	Use Informational and Foundational Texts to: i. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS: 6.R.8) ii. Compare and contrast two or more authors'	12-14	<i>Lesson 6 - Predicting Outcome</i> [6.R.8], [6.R.9] <i>Lesson 7 - Drawing Conclusions</i> [6.R.8] <i>Lesson 8 - Representing Text</i> [6.R.8] <i>Lesson 11 - Compare and Contrast</i> [6.R.9], [6.R.9L]			✓			
		15	<i>Bridge Lesson 11 - General Comprehension 3</i> [6.R.8] through [6.R.9I]			✓			

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	<p>presentations of similar themes or topics. (PRCS: 6.R.9)</p> <p>iii. Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics. (PRCS: 6.R.9L)</p> <p>iv. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. (PRCS: 6.R.9I)</p> <p>v. Read and comprehend literature from Puerto Rico and other cultures, including stories, dramas, and poetry, and informational texts</p>	Timeless Tales	<p><i>Unit 3: World of Wonders Passages, Teacher-Directed Lessons [6.R.10]</i></p> <p><i>Unit 4.1A: Parts of a Film, Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons [6.R.10]</i></p> <p><i>Unit 4.1B: Biography, Original vs. Screenplay, World of Wonders Passages, Teacher-Directed Lessons [6.R.9], [6.R.10]</i></p> <p><i>Unit 4 Extras: Teacher-Directed Lessons [6.R.9]</i></p>			✓		

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	(e.g., history/social studies, science, and technical texts) of appropriate complexity. (PRCS: 6.R.10)							
	(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.							
4A	Use Modes and Forms of the Writing Process to: i. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence or relevant background knowledge about content. Justify	13	<i>Writing Activities: Writing Prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [6.W.1] through [6.W.4]</i>				✓	

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	opinions or persuade others by providing relevant textual evidence or background knowledge. (PRCS:6.W.1) ii. Write longer informational texts to examine a topic and convey ideas with increasing independence using appropriate text organization, grammar structure and spelling. (PRCS:6.W.2)	14	<i>Writing Activities: Writing Prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle</i> [6.W.1] through [6.W.4]				✓	
	iii. Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other	Writing Rules!	<i>Teacher-Directed Lessons: Lesson 1 - The Ideas Trait Lesson 2 - The Organization Trait Lesson 3 - The Voice Trait Lesson 4 - The Word Choice Trait Lesson 5 - The Sentence Fluency Trait Lesson 6 - The Conventions Trait Personal Narrative Essay Expository Essay</i> <i>Interactive Essay Writing: Personal Narrative, Expository</i> [6.W.1] through [6.W.4]				✓	

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				1	2	3	4	5
	cohesive devices to better organize writing. (PRCS:6.W.3) iv. Develop and strengthen writing as needed by planning, revising, editing and applying appropriate sentence structure and word order. (PRCS:6.W.4)	Timeless Tales	<i>Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [6.W.1] through [6.W.4]</i>				✓	
4B	Use Research and Information to: i. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (PRCS:6.W.5) ii. With increasing independence, conduct short research	Timeless Tales	<i>Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [6.W.5], [6.W.7], [6.W.8]</i>				✓	
		13	<i>Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The</i>				✓	

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	projects that build knowledge through investigation of different aspects of a topic. (PRCS:6.W.6)		<i>Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party</i> [6.W.5] through [6.W.8]					
iii.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (PRCS:6.W.7)	14	<i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future</i> <i>Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle</i> [6.W.5] through [6.W.8]				✓	
iv.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and	15	<i>Comprehension Lessons 50-57, 59</i> [6.W.6], [6.W.7], [6.W.8]				✓	

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	audiences. (PRCS 6.W.8)	Writing Rules!	<i>All Activities [6.W.5] through [6.W.8]</i>				✓	
(5) The student will demonstrate command of the conventions of English grammar and usage.								
5A	Use Grammar/Usage and Mechanics to: i. Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking. (PRCS:6.LA.1) ii. Use pronouns (including intensive pronouns) correctly and ensure they are in the proper case	Writing Rules!	<i>Lesson 1 - The Ideas Trait Lesson 2 - The Organization Trait Lesson 3 - The Voice Trait Lesson 4 - The Word Choice Trait Lesson 5 - The Sentence Fluency Trait Lesson 6 - The Conventions Trait Narrative Essay Interactive Essays: personal Narrative Expository [6.LA.1] through [6.LA.1h] Paragraph Building: Lesson 5 - The Sentence Fluency Trait [6.LA.1]</i>					✓

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	<p>(<i>subjective, objective, and possessive</i>). (PRCS:6.LA.1a)</p> <p>iii. Use correctly and explain the function of prepositions in general and in particular sentences. (PRCS:6.LA.1b)</p> <p>iv. Form and appropriately use the perfect verb tenses. (PRCS:6.LA.1c)</p> <p>v. Apply appropriate verb tenses to convey various times, sequences, states, and conditions, including use of the linking verb and the helping verb. (PRCS:6.LA.1d)</p> <p>vi. Apply knowledge of subject-verb agreement to write and speak effectively. (PRCS:6.LA.1e)</p> <p>vii. Correct inappropriate</p>	Timeless Tales	Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [6.LA.1] through [6.LA.1h]					✓

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	shifts in verb tense. (PRCS:6.LA.1f) viii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (PRCS:6.LA.1g) ix. Form and use homophones. (PRCS:6.LA.1h)								
5B	Use Conventions to: i. Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (PRCS:6.LA.2) ii. Use commas correctly in all situations. (PRCS:6.LA.2a) iii. Spell correctly.		<i>All Writing Activities [6.LA.2] through [6.LA.4d]</i>						✓
		Writing Rules!	<i>Lesson 1 - The Ideas Trait Lesson 2 - The Organization Trait Lesson 3 - The Voice Trait Lesson 4 - The Word Choice Trait Lesson 5 - The Sentence Fluency Trait Lesson 6 - The Conventions Trait</i>						✓

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iv.	(PRCS:6.LA.2b) Demonstrate knowledge of correct language usage when writing, speaking, or reading.		<i>Narrative Essay Interactive Essays: personal Narrative Expository [6.LA.2] through [6.LA.4d]</i>					
v.	(PRCS:6.LA.3) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Timeless Tales	<i>Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [6.LA.2] through [6.LA.4d]</i>					✓
vi.	(PRCS:6.LA.3a) Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.		<i>Unit 1.1A: All Timeless Tales Activities, World of Wonders Writing Prompts, Teacher-Directed Lessons [6.LA.2], [6.LA.3], [6.LA.4]</i>					
vii.	(PRCS:6.LA.3b) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally		<i>Unit 1.1B: Fluency, Teacher-Directed Lessons, All Timeless Tales Activities, World of Wonders Writing Prompts, Spelling [6.LA.2], [6.LA.3], [6.LA.4], [6.LA.4b]</i>					
			<i>Unit 2.1A: All-Timeless Tales Activities, World of Wonders Writing Prompts, Teacher-Directed Lessons [6.LA.2], [6.LA.3], [6.LA.4]</i>					

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	<p>viii. appropriate reading and content, choosing flexibly from a variety of strategies. (PRCS:6.LA.4)</p> <p>ix. Use context clues and other strategies to help determine meaning of a word or phrase. (PRCS:6.LA.4a)</p> <p>x. Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., 'able" - affordable, sociable, disposable). (PRCS:6.LA.4b)</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a</p>		<p><i>Unit 2.1B: Fluency, Teacher-Directed Lessons, All Timeless Tales Activities, World of Wonders Writing Prompts, Spelling</i> [6.LA.2], [6.LA.3], [6.LA.4], [6.LA.4b]</p> <p><i>Unit 3.1A: All-Timeless Tales Activities, World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [6.LA.2], [6.LA.3], [6.LA.4]</p> <p><i>Unit 3.1B: Fluency, Teacher-Directed Lessons, All Timeless Tales Activities, World of Wonders Writing Prompts, Spelling</i> [6.LA.2], [6.LA.3], [6.LA.4], [6.LA.4b]</p> <p><i>Unit 4.1A: All Timeless Tales Activities, World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [6.LA.2], [6.LA.3], [6.LA.4]</p> <p><i>Unit 4.1B: Fluency, Teacher-Directed Lessons, All Timeless Tales Activities, World of Wonders Writing Prompts, Spelling</i></p>					

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				1	2	3	4	5
	word or determine or clarify its precise meaning or its part of speech. (PRCS:6.LA.4c)		[6.LA.2], [6.LA.3], [6.LA.4], [6.LA.4b]					
xi.	Check predicted word meanings through context or in a dictionary. (PRCS:6.LA.4d)	SBTR	<i>Writing Activities:</i> <i>Writing Prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [6.LA.2] through [6.LA.4d]</i>					✓
		SBTR	<i>Writing Activities: Writing Prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's a Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through</i>					✓

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			<i>the Triangle</i> [6.LA.2] through [6.LA.4d]					
		SBTR	<i>Lesson 33: Word Meaning Using a Dictionary (Use strictly for review)</i> [6.LA.4c], [6.LA.4d]					✓
5C	Use Comprehension and Collaboration to: i. Demonstrate understanding of figurative language, word relationships, and differences in word meanings. (PRCS:6.LA.5) ii. Identify, interpret, and integrate figurative language, including personification, similes, and metaphors, appropriately into writing and speaking. (PRCS:6.LA.5a) iii. Recognize, explain,	Timeless Tales	<i>Units 1–4: All Activities</i> [6.LA.5] through [6.LA.5e]					✓
		Writing Rules!	<i>All Writing Activities</i> [6.LA.5] through [6.LA.5e] <i>Lesson 5: Paragraph Building – Sentence Fluency Trait</i> [6.LA.5d]					✓

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				1	2	3	4	5	
	analyze, and apply common idioms, sayings, and proverbs. (PRCS:6.LA.5b) iv. Apply synonyms, antonyms, homographs appropriately to demonstrate meaning. (PRCS:6.LA.5c) v. Apply words that signal contrast (e.g., <i>addition, however, although, nevertheless, similarly, moreover, in addition</i>) to provide subtle differences in meaning. (PRCS:6.LA.5d)	SBTR	<i>Writing Extensions:</i> <i>Fields of Change: Spring/Summer</i> <i>Earth: Rocks and Soil</i> <i>Earth: The Changing Surface</i> <i>Atmosphere</i> <i>Brookside's Best Science Fair Ever!</i> <i>The Rain Forest Howlers, Chapters 1-2</i> <i>Amazonia Alert!</i> <i>The Desert's Gift</i> <i>Bees at Risk</i> [6.LA.5] through [6.LA.5e] <i>Lesson 39: Vocabulary</i> [6.LA.5b]						✓
	vi. Use conjunctions correctly. (PRCS:6.LA.5e)	CBTR 14	<i>Bridge Lesson: Conjunctions</i> [6.LA.5e]						✓
		CBTR 15	<i>Bridge Lesson: Similes</i> <i>Bridge Lesson: Metaphors</i> [6.LA.5a] <i>Bridge Lesson: Synonyms</i> <i>Bridge Lesson: Antonyms</i> [6.LA.5c]						✓

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		ISIP Advanced Reading	<p><i>3A Vocabulary Tier 2: Synonyms and Antonyms – Nessie: Fact or Fiction?</i></p> <p><i>5C Vocabulary Tier 1: Salamanders Synonyms and Antonyms</i></p> <p><i>8A Vocabulary Tier 3: Synonyms and Antonyms – I Had a Dream [6.LA.5c]</i></p> <p><i>10C Vocabulary Tier 1: Bullying Homographs</i></p> <p><i>4B Vocabulary Tier 2: Homographs – A Hairy Little Problem</i></p> <p><i>6A Vocabulary Tier 3: Homographs – Land of the Free</i></p> <p><i>9A Vocabulary Tier 3: Homographs – Food for Thought [6.LA.5c]</i></p>						✓

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5D	Use Vocabulary Acquisition and Use to: i. Acquire and use accurately developmentally appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (PRCS:6.LA.6)	Timeless Tales	<i>Units 1-4: All Timeless Tales Activities</i>					✓

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				1	2	3	4	5	
	(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, and career topics.								
1A	Use Oral Language/Listening and Speaking Skills to: i. Listen and collaborate with peers during social and academic interactions in class, group, and partner discussions in read-alouds, oral presentations, and a variety of grade-appropriate topics. (PRCS:7.L.1) ii. Ask relevant questions, add relevant information, and paraphrase key ideas. (PRCS:7.L.1a) iii. Follow turn-taking and show consideration by concurring with others in discussions. (PRCS:7.L.1b) iv. Listen and respond during a read-aloud from a variety of fiction and nonfiction texts to show	15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [7.L.1] through [7.L.1d]</i>	✓					
		Timeless Tales	<i>Unit 2: Fairy Tales, Legends, and Folklore Lesson 2.1A – Problem and Solution – Extras</i> <i>Unit 2: Fairy Tales, Legends, and Folklore Lesson 2.1B – Plot Elements – Extras</i> <i>Unit 2: Fairy Tales, Legends, and Folklore Lesson 2.1C – Literary Symbolism – Extras</i> <i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Extras</i> <i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1A – Words in Context – Extras</i>	✓					

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	<p>comprehension, generalize, relate to character and setting, and make connections from personal experience. (PRCS:7.L.1c)</p> <p>v. Listen, respond to, and analyze complex instructions and statements; apply and clarify instructions and directions; answer and formulate closed and open-ended questions. (PRCS:7.L.1d)</p>		<p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1B – Words in Context – Extras</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1A – Sequence and Summary – Extras</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1B – Making Inferences – Extras</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1C – Making Connections – Extras</i></p> <p><i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Antagonist and Protagonist</i></p> <p><i>Unit 3: Masks, Teacher-Directed Lessons 3.1B Text Structure’s and The Hero’s Journey</i></p> <p><i>Unit 4: Parts of a Film, Teacher-Directed Lessons 4.1A – Identify Author’s Purpose</i></p>					

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			<i>Unit 4: World of Wonders Writing Prompts, Teacher-Directed Lessons Unit 4B – Analyze text Structures, Chronological Order, Cause and Effect [7.L.1] through [7.L.1d]</i>					
		ISIP Advanced Reading	<i>5A Reading Comprehension: Too Much of a Good Thing 7B Reading Comprehension: Unplug Yourself! 7C Reading Comprehension: Night Light [7.L.1] through [7.L.1d]</i>	✓				
	(2) The student will contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.							
2A	Evaluate Information and Respond Effectively to: i. Contribute to class, group, and partner discussions by following turn-taking, asking relevant questions, concurring with others,		<i>All Activities [7.S.1] through [7.S.3]</i>		✓			
		SBTR 15	<i>Bridge Lesson: General Comprehension 2 [7.S.1] through [7.S.3]</i>		✓			

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	adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances. (PRCS: 7.S.1)	Timeless Tales	<i>Unit 1: Sequencing and Summarization 1.1A World of Wonder Writing Prompts, Teacher-Directed Lessons</i>		✓			
	ii. Respond orally to closed and open-ended questions. (PRCS:7.S.2)		<i>Unit 2: Fairy Tales, Legends, and Folklore Lesson 2.1A: Plot Elements – Extras</i>					
	iii. Memorize, analyze, and follow increasingly complex instructions and directions. (PRCS:7.S.2a)		<i>Unit 3: Word Analysis</i>					
	iv. Describe, explain, support, discuss, and synthesize information. (PRCS:7.S.2b)	SBTR	<i>Graphic Organizer: Drawing Conclusions [7.S.2] through [7.S.3]</i>		✓			
	v. Answer and formulate closed and open-ended questions. (PRCS:7.S.2c)	ISIP AR	<i>4A Reading Comprehension: Now That's Recycling [7.S.1] through [7.S.3]</i>		✓			
	vi. Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain and analyze stories and experiences with increasing precision and							

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	differences in meaning. (PRCS:7.S.3)								
2B	Use Speaking Skills to: i. Reach an agreement or persuade others in conversations using learned phrases and creative or original responses. (PRCS:7.S.4) ii. Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution. (PRCS:7.S.5) iii. Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources. (PRCS:7.S.5a)	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [7.S.4] through [7.S.6]</i>		✓				
		Timeless Tales	<i>Unit 1: Mona Lisa, Unexpected Treasure 1.1B – Making Inferences [7.S.5]</i> <i>Unit 2: The Warning, Bear! Teacher-Directed Lessons 2.1A – Plot Elements [7.S.5], [7.S.5a], [7.S.5b]</i> <i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism [7.S.4] through [7.S.6]</i> <i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Antagonist and Protagonist [7.S.5], [7.S.5a], [7.S.5b]</i>		✓				

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	iv. Adjust language choices according to purpose, task, and audience. (PRCS:7.S.5b) v. Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas. (PRCS:7.S.6)	SBTR	<i>Writing Extension: Lesson 31 – Atmosphere</i> <i>[7.S.4] through [7.S.6]</i> <i>Unit 4: Biography, Original vs. Screenplay, Teacher-Directed Lessons</i> <i>4.1B – Analyze Text Structures, Chronological Order, Cause and Effect</i> <i>[7.S.4], [7.S.5]</i>		✓				
	(3) The student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.								
3A	Use Key Ideas and Details to: i. Read a variety of texts and multimedia resources (<i>when accessible</i>) to explain ideas, facts, events, cultural identity, genre, and processes, supplying textual evidence and connections/relationships to	12-14	<i>Lesson 4 – Inferences</i> <i>[7.R.1] through [7.R.3Ia]</i> <i>Lesson 5 – Summarizing</i> <i>[7.R.2]</i> <i>Lesson 6 – Predicting Outcomes</i> <i>[7.R.1], [7.R.2]</i>			✓			

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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands					
				1	2	3	4	5	
	<p>support analysis and conclusions. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. (PRCS:7.R.1)</p> <p>ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS:7.R.2)</p>		<p><i>Lesson 7 – Drawing Conclusions [7.R.1] through [7.R.2I]</i></p> <p><i>Lesson 11 – Compare and Contrast [7.R.1] through [7.R.2I]</i></p>						
	<p>iii. Determine a theme or main idea of a literary text and how it is conveyed through particular details. (PRCS: .R.2L)</p>	15	<i>Lessons 9 -12: General Comprehension 1-4 [7.R.1] through [7.R.2I]</i>			✓			
	<p>iv. Provide a summary of the text distinct from personal opinions or judgments. (PRCS:7.R.2La)</p> <p>v. Determine a main idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal</p>	Timeless Tales	<p><i>Unit 1: Mulan, Wall of Water, Teacher-Directed 1.1A – Sequencing and Summarization [7.R.2] through [7.R.3Ia]</i></p> <p><i>Unit 1: Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons 1.1B – Making Inferences [7.R.1] through [7.R.3Ia]</i></p> <p><i>Unit 2: The Warning, Bear! Teacher-Directed Lessons 2.1A – Plot Elements</i></p>			✓			

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	<p>opinions or judgments. (PRCS:7.R.2I)</p> <p>vi. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS:7.R.3)</p> <p>vii. Describe how a particular story's or drama's plot and setting unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (PRCS:7.R.3L)</p> <p>viii. Distinguish character traits (internal and external). (PRCS:7.R.3La)</p> <p>ix. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in an informational text (e.g., through examples or anecdotes). (PRCS:7.R.3I)</p> <p>x. Interpret cause and effect relationships. (PRCS:7.R.3Ia)</p>		<p><i>[7.R.2] through [7.R.3Ia]</i></p> <p><i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism</i> <i>[7.R.2L]</i></p> <p><i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Protagonist and Antagonist</i> <i>[7.R.1] through [7.R.3Ia]</i></p> <p><i>Unit 3: Masks, Teacher-Directed Lessons 3.1B – Text Structures and The Hero's Journey</i> <i>[7.R.1] through [7.R.3Ia]</i></p> <p><i>Unit 4: Parts of a Film, Making of a Documentary, Teacher-Directed Lessons 4.1A – Identify Author's Purpose</i> <i>[7.R.2], [7.R.3]</i></p>					

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				1	2	3	4	5
3B	Use Craft and Structure to:	12-14	<i>Lesson 9 – Text Structure [7.R.4] through [7.R.5]</i>			✓		
	i. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS:7.R.4)	15	<i>Lessons 9 -12: General Comprehension 1-4 [7.R.4] through [7.R.5I]</i>			✓		
	ii. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (PRCS:7.R.4L)	Timeless Tales	<i>Unit 1: Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons 1.1B – Making Inferences [7.R.4] through [7.R.6]</i> <i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism [7.R.4] through [7.R.6]</i> <i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Protagonist and Antagonist [7.R.6], [7.R.6L], [7.R.6I]</i> <i>Unit 3: Masks, Teacher-Directed Lessons 3.1B – Identify Protagonist</i>			✓		
	iii. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.							

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				1	2	3	4	5	
	<p>iv. (PRCS:7.R.4I) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>v. (PRCS:7.R.5) Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.</p> <p>vi. (PRCS:7.R.5L) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.</p> <p>vii. (PRCS:7.R.5I) Assess how point of view or purpose shapes the content</p>		<p><i>and Antagonist</i> [7.R.6], [7.R.6L], [7.R.6I]</p> <p><i>Unit 4: Parts of a Film, Making of a Documentary, Teacher-Directed Lessons</i> 4.1A – Identify Author’s Purpose [7.R.6]</p> <p><i>Unit 4: Biography, Original vs. Screenplay, Teacher-Directed Lessons</i> 4.1B – Analyze Text Structures, Chronological Order, Cause and Effect [7.R.4], [7.R.5]</p>						

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				1	2	3	4	5	
	<p>viii. and style of a text. (PRCS:7.R.6) Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text. (PRCS:7.R.6L)</p> <p>ix. Determine an author's point of view or purpose in an informational text and explain how it is conveyed. (PRCS:7.R.6I)</p>								
3C	<p>Use Integration of Knowledge and Ideas to:</p> <p>i. Integrate and evaluate content presented in diverse media and formats. (PRCS:7.R.7)</p> <p>ii. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or play of a literary text, including contrasting what they "see" and "hear" when reading the text to what they</p>	Timeless Tales	<p><i>Unit 1: Teacher-Directed Lessons, Extras</i> [7.R.9], [7.R.9L], [7.R.9I]</p> <p><i>Unit 2: Teacher-Directed Lessons, Extras</i> [7.R.7], [7.R.9], [7.R.9L], [7.R.9I]</p> <p><i>Unit 3: Teacher-Directed Lessons, Extras</i> [7.R.9], [7.R.9L], [7.R.9I]</p> <p><i>Unit 4: Biography, Original vs. Screenplay, Teacher-Directed Lessons</i></p>			✓			

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				1	2	3	4	5
	<p>perceive when they listen or watch using English subtitles. (PRCS:7.R.7L)</p> <p>iii. Integrate information presented in different media or formats (<i>e.g., visually, data</i>) as well as in words to develop a coherent understanding of a topic or issue. (PRCS:7.R.7I)</p> <p>iv. Search and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS:7.R.8)</p> <p>v. Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS:7.R.9)</p>		<p><i>4.1B - Analyze Text Structures, Chronological Order, Cause and Effect, Extras</i> [7.R.7], [7.R.9]</p>					

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				1	2	3	4	5	
	vi. Compare and contrast literary texts in different forms or genres (<i>e.g., stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics. (PRCS: 7.R.9L) vii. Compare and contrast one author's presentation of events with that of another (<i>e.g., a memoir written by and about the same person</i>) in informational texts. (PRCS: 7.R.9I)								
3D	Use Range of Reading and Level of Text Complexity to: Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (<i>e.g., history/social studies, science, and technical texts</i>) of appropriate complexity.	15	<i>Bridge Lessons 9 – 12: General Comprehension 1 – 4 [7.R.10]</i>			✓			
		Timeless Tales	<i>Unit 1: Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages 1.1A – Sequencing and Summarization</i> <i>Unit 1: Mona Lisa, Unexpected Treasure, TDLs, World of Wonders</i>			✓			

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				1	2	3	4	5
	(PRCS:7.R.10)		<p><i>Passages 1.1B – Making Inferences [7.R.10]</i></p> <p><i>Unit 2: The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages 2.1A – Plot Elements</i></p> <p><i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons, World of Wonders Passages 2.1B – Symbolism [7.R.10]</i></p> <p><i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons, World of Wonders Passages 3.1A – Identify Antagonist and Protagonist</i></p> <p><i>Unit 3: Masks, Teacher-Directed Lessons, World of Wonders Passages 3.1B – Text Structures & The Hero’s Journey [7.R.10]</i></p> <p><i>Unit 4: Parts of a Film, Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons 4.1A – Identify Author’s Purpose</i></p> <p><i>Unit 4: Biography, Original vs.</i></p>					

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				1	2	3	4	5
			<i>Screenplay, World of Wonders Passages, Teacher-Directed Lessons 4.1B - Analyze Text Structures, Chronological Order, Cause and Effect [7.R.10]</i>					
	(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.							
4A	Use Modes and Forms of Writing to: i. Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics, current events, etc. (PRCS:7.W.1) ii. Express and clarify viewpoints and opinions, take and defend positions. (PRCS:7.W.1a) iii. Write informational texts to examine and analyze topics and convey ideas	SBTR	<i>Writing Extensions: Lesson 30: Earth – The Changing Surface Lesson 31: Atmosphere Lesson 33: Brookside’s Best Science Fair Ever! Lesson 39: Bees at Risk [7.W.1] through [7.W.3]</i>				✓	
		12-14	<i>Lesson 7 – Drawing Conclusions [7.W.1] through [7.W.3]</i>				✓	
		13	<i>Writing Activities: Writing Prompts from Self-Selected Passages, Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby</i>				✓	

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3 = Reading (R)

Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	iv. independently using appropriate text organization. (PRCS:7.W.2) Write paragraphs, short essays, and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements like narrative structure, theme, mood, plot, setting, moral, etc. (PRCS:7.W.3)		<i>Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [7.W.1] through [7.W.3]</i>					
		14	<i>Writing Activities: Writing Prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [7.W.1] through [7.W.3]</i>				✓	
		Writing Rules!	<i>Teacher-Directed Lessons: Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait Essay Writing:</i>				✓	

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				1	2	3	4	5
			<p><i>Personal Narrative Essay</i></p> <p><i>Interactive Essays:</i> <i>Personal Narrative</i> <i>[7.W.3]</i></p> <p><i>Expository Teacher-Directed Lessons:</i></p> <p><i>Lesson 1.1 Audience</i> <i>Lesson 1.2 Point of View</i> <i>Lesson 1.3 Voice</i> <i>Lesson 1.4 Thesis</i> <i>Lesson 1.5 Evidence</i></p> <p><i>Interactive Essay:</i> <i>Expository</i> <i>[7.W.1], [7.W.1a], [7.W.2]</i></p>					
		Timeless Tales	<p><i>Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [7.W.1] through [7.W.3]</i></p>				✓	
4B	<p>Use Production and Distribution of Writing to:</p> <p>i. Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks,</p>	Writing Rules!	<p><i>Teacher-Directed Lessons:</i></p> <p><i>Paragraph Building – Six Traits:</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i></p>				✓	

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				1	2	3	4	5	
	rewriting, and publishing. (PRCS:7.W.4) ii. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (PRCS:7.W.5) iii. Conduct short research projects to write a report that uses several sources to build knowledge through investigation of different aspects of a topic. (PRCS:7.W.6)		<i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> [7.W.4], [7.W.5], [7.W.6] <i>Essay Writing:</i> <i>Personal Narrative</i> <i>Expository</i> <i>Interactive Essay Writing:</i> <i>Personal Narrative</i> <i>Expository</i> [7.W.4], [7.W.5], [7.W.6]						
		Timeless Tales	<i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons 1.1A – Sequencing and Summarization</i> <i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons 1.1B – Making Inferences</i> [7.W.4], [7.W.5], [7.W.6] <i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons 2.1A – Plot Elements</i>				✓		

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- | | |
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Standard Section	Standards/Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
			<p><i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> 2.1B – Symbolism</p> <p><i>Fairy Tales, Legends, and Folklore</i> Lesson 2.1B: Plot Elements – Extras</p> <p><i>Fairy Tales, Legends, and Folklore</i> Lesson – 2.1B Plot Elements – Teach, Guided, Independent [7.W.4], [7.W.5], [7.W.6]</p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> 3.1A – Identify Antagonist and Protagonist</p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> 3.1B – Text Structures and The Hero’s Journey [7.W.4], [7.W.5], [7.W.6]</p> <p><i>Unit 4: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> 4.1A – Identify Author’s Purpose 4.1B – Analyze Text Structures, Chronological order, Cause and Effect</p>					

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				1	2	3	4	5
			[7.W.4], [7.W.6]					
		14	<p><i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future</i></p> <p><i>Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool</i></p> <p><i>Transportation: Aisha's Travel Blog, Journey Through the Triangle</i></p> <p>[7.W.6]</p>				✓	
4C	<p>Use Research to Build and Present Knowledge to:</p> <p>i. Draw evidence from literary or informational texts to support analysis, reflection, and research. (PRCS:7.W.7)</p> <p>ii. Write routinely for short and extended time frames</p>	14	<p><i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future</i></p> <p><i>Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool</i></p>				✓	

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	<p><i>(time for research, reflection, and revision)</i> for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS:7.W.8)</p>		<p><i>Transportation: Aisha’s Travel Blog, Journey Through the Triangle [7.W.7]</i></p>					
		Timeless Tales	<p><i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons 1.1A – Sequencing and Summarization</i></p> <p><i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons 1.1B – Making Inferences</i></p> <p><i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons 2.1A – Plot Elements</i></p> <p><i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons 2.1B – Symbolism</i></p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons 3.1A – Identify Antagonist and Protagonist</i></p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons 3.1B – Text Structures and The</i></p>				✓	

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				1	2	3	4	5
			<i>Hero's Journey</i> <i>Unit 4: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> <i>4.1A - Identify Author's Purpose</i> <i>4.1B - Analyze Text Structures, Chronological order, Cause and Effect</i> <i>[7.W.8]</i>					
(5)	The student will demonstrate command of the conventions of English grammar and usage.							
5A	Use Conventions of Standard English to: i. Demonstrate command of		<i>All Activities</i> <i>[7.LA.1] through [7.LA.3a]</i>					✓

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				1	2	3	4	5
	<p>the conventions of English grammar. (PRCS:7.LA.1)</p> <p>ii. Explain the function of phrases and clauses and apply correctly. (PRCS:7.LA.1a)</p> <p>iii. Choose among simple, compound, complex, and compound-complex sentences when speaking and writing. (PRCS:7.LA.1b)</p> <p>iv. Demonstrate command of the conventions of English capitalization, punctuation, and spelling. (PRCS:7.LA.2)</p>	<p>Writing Rules!</p>	<p><i>Teacher Resources:</i></p> <p><i>Paragraph Building: Six Traits, Unit 6 – Conventions Trait</i></p> <p><i>Paragraph Building: Conventions Trait Rubric</i> [7.LA.1] through [7.LA.3a]</p> <p><i>Interactive Essay Writing: Personal Narrative Expository</i> [7.LA.1] through [7.LA.3a]</p>					✓
	<p>v. Use punctuation to separate a series of adjectives (e.g., <i>It was a fascinating, enjoyable movie.</i>). (PRCS:7.LA.2a)</p> <p>vi. Spell correctly. (PRCS:7.LA.2b)</p> <p>vii. Use knowledge of language and its conventions when writing, speaking, reading,</p>	<p>Timeless Tales</p>	<p><i>Interactive:</i></p> <p><i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling</i></p> <p><i>Unit 2: World of Wonders Writing Prompts. Teacher-Directed Lessons, Spelling</i></p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [7.LA.1] through [7.LA.3a]</p>					✓

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				1	2	3	4	5
	viii. or listening. (PRCS:7.LA.3) Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy. (PRCS:7.LA.3a)		<p><i>Teacher Resources:</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 - Words in Context - Introduction</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 - Words in Context</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 - Words in Context - Teach, Guided, Independent</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 - Words in Context - Reteach</i></p> <p><i>Unit 2: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 - Words in Context - Extras</i></p> <p><i>Vocabulary Visa 2.1A (Introduction; Teach, Guided, Independent; Reteach, Extras)</i></p> <p><i>Vocabulary Visa 2.1B</i></p>					

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			<p><i>(Introduction; Teach, Guided, Independent; Reteach, Extras)</i> [7.LA.1] through [7.LA.3a]</p> <p><i>Unit 4: World Of Wonders Writing Prompts, Teacher-Directed Lessons</i> 4.1A – Identify Author’s Purpose [7.LA.1], [7.LA.2]</p> <p><i>Unit 4: World Of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons</i> 4.1B – Analyze Text Structures, Chronological order, Cause and Effect [7.LA.2]</p>					
5B	Use Vocabulary Acquisition and Use to: <ul style="list-style-type: none"> i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriate reading and content, choosing flexibly 	CBTR 12-14	<p><i>Lesson 9 – Text Structure</i></p> <p><i>Lesson 10 – Vocabulary: Context</i> [7.LA.4] through [7.LA.4c]</p>					✓
		15	<p><i>Bridge Lesson 8: Context Clues</i> [7.LA.4] through [7.LA.4c]</p>					✓

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	ii. from a variety of strategies. (PRCS:7.LA.4) iii. Use context clues to help determine the meaning of a word or phrase. (PRCS:7.LA.4a) iv. Use common Greek or Latin affixes and roots correctly (e.g., "ex," "inter," "anti," "micro"). (PRCS:7.LA.4b) v. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (PRCS:7.LA.4c)	Timeless Tales	<i>Units 1-4: All Timeless Tales Activities [7.LA.4] through [7.LA.4c]</i> <i>Teacher Resources:</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Introduction</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Teach, Guided, Independent</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Reteach</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Extras</i> <i>Vocabulary Visa 2.1A (Introduction; Teach, Guided,</i>					✓

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			<p><i>Independent; Reteach, Extras)</i></p> <p><i>Vocabulary Visa 2.1B (Introduction; Teach, Guided, Independent; Reteach, Extras) [7.LA.4] through [7.LA.4c]</i></p>					
5C (cont.)	<p>Use Vocabulary Acquisition and Use to:</p> <p>i. Demonstrate understanding of figurative language, word relationships, and variation in word meanings. (PRCS:7.LA.5)</p> <p>ii. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (PRCS:7.LA.5a)</p> <p>iii. Distinguish among the connotations (<i>associations</i>) of words with similar denotations (<i>definitions</i>) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	15	<p><i>Bridge Lesson 1 – Analogies [7.LA.5], [7.LA.5b]</i></p> <p><i>Bridge Lesson 2 - Antonyms [7.LA.5], [7.LA.5b]</i></p> <p><i>Bridge Lesson 3 – Synonyms [7.LA.5], [7.LA.5b]</i></p> <p><i>Bridge Lesson 4 – Similes [7.LA.5a]</i></p> <p><i>Bridge Lesson 5 – Metaphors [7.LA.5a]</i></p> <p><i>Bridge Lesson 8 – Context Clues [7.LA.5b]</i></p>					✓

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	iv. (PRCS:7.LA.5b) Accurately use a variety of social, academic, and content-specific and content area words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (PRCS:7.LA.6)	Writing Rules!	<i>Voice Trait Word Choice Trait Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons [7.LA.6]</i>					✓
		Timeless Tales	<i>Units 1-4: All Timeless Tales Activities [7.LA.6]</i>					✓

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	(1) The student will comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.								
1A	Use Oral Language/Listening and Speaking skills to: i. Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions. (PRCS:8.L.1) ii. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic. (PRCS:8.L.1a) iii. Follow turn-taking and show consideration by concurring with others. Extend ideas or		<i>All Activities [8.L.1] through [8.L.1d]</i>	✓					
		15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [8.L.1] through [8.L.1d]</i>	✓					
		SBTR	<i>Bridge Lessons 10-12: General Comprehension 2-4 [8.L.1] through [8.L.1d]</i>	✓					
		Timeless Tales	<i>Units 1-4: Teacher-Directed Lessons Fluency, Teacher-Directed Lessons [8.L.1a] All Timeless Tales Activities [8.L.1d]</i>	✓					
		Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait</i>	✓					

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	<p>arguments with support from a teacher. (PRCS:8.L.1b)</p> <p>iv. Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text. (PRCS:8.L.1c)</p>		<p><i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[8.L.1] through [8.L.1d]</i></p>					
	<p>v. Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions. (PRCS:8.L.1d)</p>	ISIP Advanced Reading	<p><i>5A Reading Comprehension: Too Much of a Good Thing</i></p> <p><i>7B Reading Comprehension: Unplug Yourself!</i></p> <p><i>7C Reading Comprehension: Night Light</i> <i>[8.L.1] through [8.L.1d]</i></p>	✓				
	(2) The student will contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts ad with different audiences.							
2A	Evaluate Information and Respond Effectively to:		<i>All Activities</i>		✓			

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	i. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions. (PRCS:8.S.1)	15	<i>Bridge Lessons 9-12: General Comprehension 2 [8.L.1] through [8.L.1d]</i>		✓			
	ii. Respond orally to closed and open-ended questions. (PRCS:8.S.2)	Timeless Tales	<i>Unit 1: Sequencing and Summarization 1.1A – World of Wonder Writing Prompts, Teacher-Directed Lessons</i>		✓			
	iii. Memorize, analyze, and follow increasingly complex instructions and directions. (PRCS:8.S.2a)		<i>Unit 2: Fairy Tales, Legends, and Folklore Lesson – 2.1 B: Plot Elements – Extras</i>					
	iv. Describe, explain, support, discuss, and synthesize information to express self. (PRCS:8.S.2b)		<i>Unit 3: Word Analysis [8.S.2] through [8.S.3]</i>					
	v. Answer and formulate closed and open-ended questions. (PRCS:8.S.2c)		<i>Unit 4: World Of Wonders Writing Prompts, Teacher-Directed Lessons 4.1A – Identify Author’s Purpose [8.S.1], [8.S.2]</i>					
	vi. Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell,		<i>Unit 4: World Of Wonders Writing Prompts, Teacher-Directed Lessons 4.1B – Analyze Text Structures, Chronological Order, Cause and Effect</i>					
		ISIP AR	<i>4A Reading Comprehension: Now That’s Recycling</i>		✓			

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	explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking. (PRCS:8.S.3)		[8.S.2] through [8.S.3]						
2B	Use Speaking skills to: i. Reach an agreement or persuade others to see your point of view during class or partner discussions or presentation/ performances, using a growing number of learned phrases or creative or original responses to express and defend opinions with subtle differences and viewpoints from peers, texts, and others. (PRCS: 8.S.4) ii. Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes,	15	Bridge Lessons 9-12: General Comprehension 1-4 [8.S.4] through [8.S.6]		✓				
		Timeless Tales	Unit 1: Mona Lisa, Unexpected Treasure 1.1B – Making Inferences [8.S.5] Unit 2: The Warning, Bear! Teacher-Directed Lessons 2.1A – Plot Elements [8.S.5], [8.S.5a], [8.S.5b]		✓				
			Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism [8.S.4] through [8.S.6] Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed		✓				

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	characters, plot, and conflict resolution. (PRCS:8.S.5) iii. Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources. (PRCS:8.S.5a) iv. Adjust language choices according to purpose, task, and audience. (PRCS:8.S.5b) v. Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas. (PRCS:8.S.6)		<i>Lessons 3.1A – Identify Antagonist and Protagonist</i> [8.S.5], [8.S.5a], [8.S.5b]					
		SBTR	<i>Writing Extension: Lesson 31 – Atmosphere</i> [8.S.4] through [8.S.6]		✓			
	(3) The student will read critically to make logical inferences, and cite specific textual evidence to support conclusions drawn from the text.							
3A	Use Key Ideas and Details to: i. Read a variety of grade-level texts and multimedia resources (<i>when available</i>)	12-14	<i>Lesson 4 – Inferences</i> [8.R.1], [8.R.2] through [8.R.3] <i>Lesson 5 – Summarizing</i>			✓		

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	to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. (PRCS:8.R.1)		<i>[8.R.2], [8.R.2La], [8.R.1]</i> <i>Lesson 6 – Predicting Outcomes [8.R.1], [8.R.2]</i> <i>Lesson 7 – Drawing Conclusions [8.R.1], [8.R.3] through [8.R.3Ia]</i> <i>Lesson 11 – Compare and Contrast [8.R.1], [8.R.3I], [8.R.3Ia]</i>					
	ii. Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (PRCS:8.R.2)	15	<i>Lessons 9-12: General Comprehension 1-4 [8.R.1] through [8.R.2I]</i>			✓		
	iii. Determine a theme or main idea of a literary text and analyze its development over the course of the text. (PRCS:8.R.2L)	Timeless Tales	<i>Unit 1: Mulan, Wall of Water Teacher-Directed Lessons 1.1A – Sequencing and Summarization [8.R.1] through [8.R.3Ia]</i> <i>Unit 1: Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons 1.1B – Making Inferences [8.R.1] through [8.R.3Ia]</i>			✓		
	iv. Provide an objective summary of the text. (PRCS:8.R.2La)		<i>Unit 2: The Warning, Bear!, Teacher-Directed Lessons 2.1A – Plot Elements [8.R.2] through [8.R.3Ia]</i>					
	v. Determine main idea(s) in an informational text and analyze their development							

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	<p>over the course of the text; provide an objective summary of the text. (PRCS:8.R.2I)</p> <p>vi. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (PRCS:8.R.3)</p> <p>vii. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (PRCS:8.R.3L)</p> <p>viii. Distinguish character traits (internal and external). (PRCS:8.R.3La)</p> <p>ix. Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (PRCS:8.R.3I)</p> <p>x. Interpret cause and effect relationships. (PRCS:8.R.3Ia)</p>		<p><i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism [8.R.2L]</i></p> <p><i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Protagonist and Antagonist [8.R.1] through [8.R.3Ia]</i></p> <p><i>Unit 3: Masks, Teacher-Directed Lessons 3.1B – Text Structures and The Hero’s Journey [8.R.1] through [8.R.3Ia]</i></p> <p><i>Unit 4: Parts of a Film, Teacher-Directed Lessons 4.1A – Identify Author’s Purpose [8.R.3], [8.R.3L], [8.R.3La]</i></p>					

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3B	<p>Use Craft and Structure to:</p> <p>i. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (PRCS:8.R.4)</p> <p>ii. Determine the meaning of words and phrases as they are used in a literary 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. (PRCS:8.R.4L)</p> <p>iii. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word</p>	CBTR 14	<p><i>Lesson 10: Vocabulary – Context</i> [8.R.4]</p> <p><i>Lesson 13 - Author’s Purpose</i> [8.R.4], [8.R.5], [8.R.6]</p> <p><i>Bridge Lesson 15 – Compare and Contrast</i> [8.R.4], [8.R.5], [8.R.6]</p> <p><i>Bridge Lesson 16 – Supporting Responses</i> [8.R.6]</p>			✓		
		CBTR 15	<p><i>Bridge Lesson 1- Analogies</i> [8.R.4], [8.R.4L], [8.R.4I]</p> <p><i>Bridge Lesson 10 – General Comprehension 2</i> [8.R.4], [8.R.5], [8.R.6]</p> <p><i>Bridge Lesson 11 – General Comprehension 3</i> [8.R.6]</p> <p><i>Bridge Lesson 12 – General Comprehension 4</i> [8.R.4], [8.R.4L], [8.R.4I]</p>			✓		

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iv.	choice on meaning and tone. (PRCS:8.R.4I) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (PRCS:8.R.5)	SBTR	<i>Lesson 58 – Literature Biography: J.K. Rowling [8.R.4]</i>			✓		
		Timeless Tales	<i>Unit 1: Mulan, Wall of Water, Teacher-Directed Lessons 1.1A – Sequencing and Summarization [8.R.5]</i> <i>Unit 1: Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons 1.1B – Making Inferences [8.R.4], [8.R.4L], [8.R.4I]</i> <i>Unit 2: The Warning, Bear!, Teacher-Directed Lessons 2.1A – Plot Elements [8.R.5], [8.R.5L], [8.R.5I]</i> <i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism [8.R.4], [8.R.4L], [8.R.4I]</i> <i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons 3.1A – Identify Antagonist and Protagonist [8.R.4], [8.R.4L], [8.R.4I],</i>			✓		
v.	Analyze how the structure of drama or a poem contributes to its meaning (e.g., soliloquy, sonnet). (PRCS:8.R.5L)							
vi.	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas. (PRCS:8.R.5I)							
vii.	Assess how point of view or purpose shapes the content and style of a text. (PRCS:8.R.6)							
viii.	Analyze how an author develops and contrasts the							

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	<p>points of view of different characters or narrators in a literary text. (PRCS:8.R.6L)</p> <p>ix. Determine an author’s point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others. (PRCS:8.R.6L)</p>		<p>[8.R.6L]</p> <p><i>Unit 3: Masks, Teacher-Directed Lessons 3.1B – Text Structures and The Hero’s Journey</i> [8.R.5], [8.R.6]</p> <p><i>Unit 4: Parts of a Film, Making of a Documentary, Teacher-Directed Lessons</i> 4.1A – Identify Author’s Purpose [8.R.6]</p> <p><i>Unit 4: Biography, Original vs. Screenplay, Teacher-Directed Lesson</i> 4.1B – Analyze Text Structures, Chronological Order, Cause and Effect [8.R.4], [8.R.5]</p>						
3C	<p>Use Integration of Knowledge and Ideas to:</p> <p>i. Integrate and evaluate content presented in diverse media and formats. (PRCS:8.R.7)</p> <p>ii. Compare and contrast a written story, drama, or</p>	Timeless Tales	<p><i>Units 1-4: Teacher-Directed Lessons – Extras</i> [8.R.7], [8.R.9]</p> <p><i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons 2.1B – Symbolism</i> [8.R.8] through [8.R.9I]</p>			✓			

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	<p>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) using English subtitles. (PRCS:8.R.7L)</p> <p>iii. Compare and contrast an informational 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). (PRCS:8.R.7I)</p> <p>iv. Search and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, including, but not limited to, narrative, persuasive, and</p>		<p><i>Unit 4: Biography, Original vs. Screenplay, Teacher-Directed Lessons</i> <i>4.1B – Analyze Text Structure, Chronological Order, Cause and Effect</i> <i>[8.R.7], [8.R.9]</i></p>					

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	<p>descriptive writing and knowledge of their qualities. (PRCS:8.R.8)</p> <p>v. Compare and contrast two or more authors' presentations of similar themes or topics. (PRCS:8.R.9)</p> <p>vi. 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. (PRCS:8.R.9L)</p> <p>vii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts. (PRCS:8.R.9I)</p>							

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3D	Use Range of Reading and Level of Text Complexity to: Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity. (PRCS:8.R.10)	15	<i>Bridge Lessons 9 – 12: General Comprehension 1 – 4 [8.R.10]</i>			✓		
		Timeless Tales	<i>Unit 1: Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages 1.1A – Sequencing and Summarization</i> <i>Unit 1: Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons 1.1B – Making Inferences [8.R.10]</i> <i>Unit 2: The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages 2.1A – Plot Elements</i> <i>Unit 2: Giant Killer, Rising Swann, Teacher-Directed Lessons, World of Wonders Passages 2.1B – Symbolism [8.R.10]</i> <i>Unit 3: Apollo, Battle of Summer and Winter, Teacher-Directed Lessons, World of Wonders Passages 3.1A – Identify</i>			✓		

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			<p><i>Antagonist and Protagonist</i></p> <p><i>Unit 3: Masks, Teacher-Directed Lessons, World of Wonders Passages 3.1B – Text Structures and The Hero’s Journey [8.R.10]</i></p> <p><i>Unit 4: Parts of a Film, Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons</i></p> <p><i>4.1A - Identify Author’s Purpose</i> <i>4.1B – Analyze Text Structure, Chronological Order, Cause and Effect [8.R.10]</i></p>					
	(4) The student will write arguments to support point of view using valid reasoning and sufficient evidence.						✓	
4A	Use Modes and Forms of Writing to: i. Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support. (PRCS:8.W.1)	14	<p><i>Writing Activities: Writing Prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity’s Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It’s A Bird...It’s a Plane...It’s a Jetman!,</i></p>				✓	

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	ii. Express and clarify viewpoints and opinions, take and defend positions. (PRCS:8.W.1a) iii. Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (PRCS:8.W.2)		<i>A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle</i> [8.W.1] through [8.W.3]					
	iv. Write literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (PRCS:8.W.3)	SBTR	<i>Writing Extensions: Power for the Planet, Parts 1-3 Coral Reefs, Parts 1-3 Ecosystem, Parts 1-3</i> [8.W.1.] through [8.W.3]				✓	
		Writing Rules!	<i>Teacher-Directed Lessons: Lesson 1 The Ideas Trait Lesson 2 The Organization Trait Lesson 3 The Voice Trait Lesson 4 The Word Choice Trait Lesson 5 The Sentence Fluency Trait Lesson 6 The Conventions Trait Essay Writing: Personal Narrative Essay Interactive Essays: Personal Narrative</i>				✓	

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			<p>[8.W.3]</p> <p><i>Expository Teacher-Directed Lessons:</i></p> <p><i>Lesson 1.1 Audience</i> <i>Lesson 1.2 Point of View</i> <i>Lesson 1.3 Voice</i> <i>Lesson 1.4 Thesis</i> <i>Lesson 1.5 Evidence</i></p> <p><i>Interactive Essay:</i> <i>Expository</i> <i>[8.W.1], [8.W.1a], [8.W.2]</i></p>					
4B	<p>Use Production and Distribution of Writing to:</p> <p>i. Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing. (PRCS:8.W.4)</p> <p>ii. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (PRCS:8.W.5)</p>		<p><i>All Activities</i> <i>[8.W.4], [8.W.5], [8.W.6]</i></p>				✓	
		Writing Rules!	<p><i>Personal Narrative</i> <i>Expository Essay</i> <i>Teacher-Directed Lessons</i> <i>[8.W.4], [8.W.5], [8.W.6]</i></p>				✓	
		Timeless Tales	<p><i>Unit 1: World of Wonders Writing Prompts, Teacher-Directed Lessons</i> <i>1.1A – Sequencing and Summarization</i></p> <p><i>Unit 1: World of Wonders Writing</i></p>				✓	

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	iii. Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate. (PRCS:8.W.6)		<p><i>Prompts, Teacher-Directed Lessons 1.1B – Making Inferences</i></p> <p><i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons 2.1A – Plot Elements</i></p> <p><i>Unit 2: World of Wonders Writing Prompts, Teacher-Directed Lessons 2.1B – Symbolism</i></p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons 3.1A – Identify Antagonist and Protagonist</i></p> <p><i>Unit 3: World of Wonders Writing Prompts, Teacher-Directed Lessons 3.1B – Text Structures and The Hero’s Journey [8.W.4], [8.W.5], [8.W.6]</i></p> <p><i>Unit 4: World of Wonders Writing Prompts, Teacher-Directed Lessons 4.1A – Identify Author’s Purpose 4.1B – Analyze Text Structures, Chronological order, Cause and Effect [8.W.4], [8.W.6]</i></p>					

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4C	Use Research to Build and Present Knowledge to: <ul style="list-style-type: none"> i. Draw evidence from literary or informational texts to support analysis, reflection, and research. (PRCS:8.W.7) ii. Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities. (PRCS:8.W.8) 		<i>All Activities</i> [8.W.7], [8.W.8]				✓	
		SBTR	<i>Writing Extensions:</i> <i>Lesson 30: Earth – The Changing Surface</i> <i>Lesson 31: Atmosphere</i> <i>Lesson 33: Brookside’s Best Science Fair Ever!</i> <i>Lesson 35: The Rain Forest Howlers, Chapter 2</i> <i>Lesson 38: The Desert’s Gift</i> <i>Lesson 39: Bees at Risk</i> [8.W.7], [8.W.8]				✓	
		Writing Rules!	<i>Teacher-Directed Lessons:</i> <i>Lesson 1 The Ideas Trait</i> <i>Lesson 2 The Organization Trait</i> <i>Lesson 3 The Voice Trait</i> <i>Lesson 4 The Word Choice Trait</i> <i>Lesson 5 The Sentence Fluency Trait</i> <i>Lesson 6 The Conventions Trait</i>				✓	

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			<p><i>Essay Writing: Personal Narrative Essay</i></p> <p><i>Interactive Essays: Personal Narrative [8.W.8]</i></p> <p><i>Expository Teacher-Directed Lessons:</i></p> <p><i>Lesson 1.1 Audience Lesson 1.2 Point of View Lesson 1.3 Voice Lesson 1.4 Thesis Lesson 1.5 Evidence</i></p> <p><i>Interactive Essay: Expository [8.W.7], [8.W.8]</i></p>					
		Timeless Tales	<p><i>Units 1-4: World of Wonders Writing Prompts, Teacher-Directed Lessons [8.W.8]</i></p>				✓	
	(5) The student will demonstrate command of the conventions of English and grammar and usage.							

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5A	Use Conventions of Standard English to: <ul style="list-style-type: none"> i. Demonstrate command of the conventions of English grammar. (PRCS:8.LA.1) ii. Explain the function and tenses of the different kinds of verbs and apply correctly. (PRCS:8.LA.1a) iii. Form and use verbs in the active and passive voice. (PRCS:8.LA.1b) iv. Demonstrate command of the conventions of English capitalization, punctuation, and spelling. (PRCS:8.LA.2) v. Use advanced punctuation (e.g., comma, ellipsis, dash) correctly. (PRCS:8.LA.2a) vi. Spell correctly. (PRCS: 8.LA.2b) vii. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (PRCS:8.LA.3) 		<i>All Writing Activities [8.LA.1] through [8.LA.3a]</i>					✓
		Timeless Tales	<i>Units 1-4: World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons [8.LA.1] through [8.LA.3a]</i> <i>Unit 1: Fluency, Teacher-Directed Lessons 1.1B – Making Inferences [8.LA.3], [8.LA.3a]</i>					✓
		Writing Rules!	<i>Teacher-Directed Lessons:</i> <i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons [8.LA.1] through [8.LA.3a]</i> <i>Interactive Essays:</i> <i>Personal Narrative</i> <i>Expository [8.LA.1] through [8.LA.3a]</i>					✓

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	viii. Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy. (PRCS:8.LA.3a)								
5B	Use Vocabulary Acquisition to: i. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on appropriate reading and content, choosing flexibly from a variety of strategies. (PRCS:8.LA.4) ii. Use context clues to help determine the meaning of a word or phrase. (PRCS:8.LA.4a) iii. Use common Greek or Latin affixes and roots correctly (e.g., precede, recede, secede). (PRCS: 8.LA.4b) iv. Consult print and digital reference materials (e.g., dictionaries, glossaries,	CBTR 12-14	<i>Lesson 9 – Text Structure</i> <i>Lesson 10 – Vocabulary: Context [8.LA.4] through [8.LA.4c]</i>						✓
		15	<i>Bridge Lesson 8: Context Clues [8.LA.4] through [8.LA.4c]</i>						✓
		Timeless Tales	<i>Units 1-4: All Timeless Tales Activities [8.LA.4] through [8.LA.4c]</i> <i>Teacher Resources: Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Introduction</i> <i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context</i>						✓

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	<p><i>thesauri</i>) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (PRCS:8.LA.4c)</p>		<p><i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Teach, Guided, Independent</i></p> <p><i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Reteach</i></p> <p><i>Fairy Tales, Legends, and Folklore Vocabulary Visa 2.1 – Words in Context – Extras</i></p> <p><i>Vocabulary Visa 2.1A (Introduction; Teach, Guided, Independent; Reteach, Extras) [8.LA.4] through [8.LA.4c]</i></p>					
5C (cont.)	<p>Use Vocabulary Acquisition and Use to:</p> <p>i. Demonstrate understanding of figurative language, word relationships, and variation in word meanings. (PRCS: 8.LA.5)</p> <p>ii. Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in</p>	15	<p><i>Bridge Lesson 1 – Analogies [8.LA.5], [8.LA.5b]</i></p> <p><i>Bridge Lesson 2 - Antonyms [8.LA.5], [8.LA.5b]</i></p> <p><i>Bridge Lesson 3 – Synonyms [8.LA.5], [8.LA.5b]</i></p>					✓

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	iii. context. (PRCS:8.LA.5a) Distinguish among the different connotations (<i>associations</i>) of words (<i>definitions</i>) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). (PRCS:8.LA.5b) iv. Accurately use appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (PRCS:8.LA.6)		<i>Bridge Lesson 4 – Similes [8.LA.5a]</i> <i>Bridge Lesson 5 – Metaphors [8.LA.5a]</i> <i>Bridge Lesson 8 – Context Clues [8.LA.5b]</i>						
		Writing Rules!	<i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons [8.LA.6]</i>						✓
		Timeless Tales	<i>Units 1-4: All Timeless Tales Activities [8.LA.6]</i>						✓