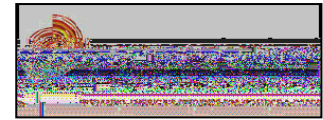
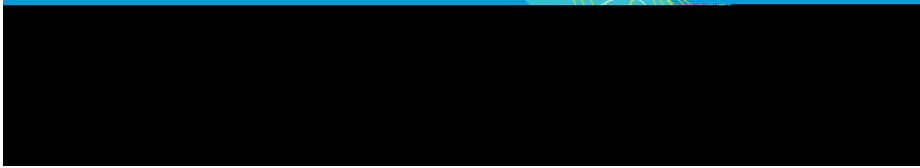


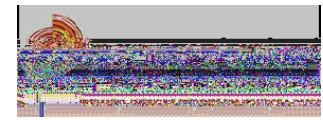
<p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>U4.L5.B; U6.L5.B; U8.L5.B</p>
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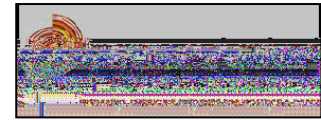




Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings),

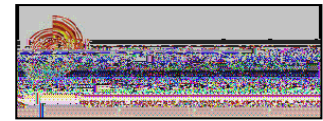


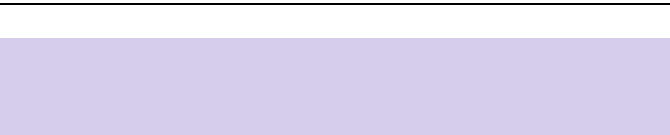
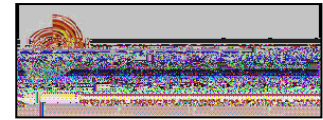




refocusing the inquiry when appropriate.	Book, B
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	
Come to discussions prepared, 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.	U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U4&5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U5&6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U7&8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B, 1; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U4&5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U5&6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U7&8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B, 1; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B

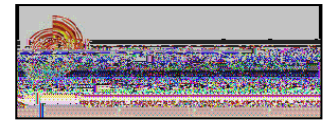


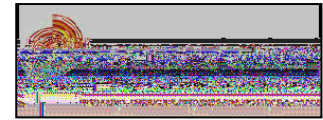
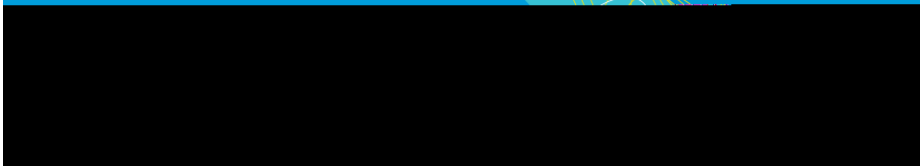




U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B



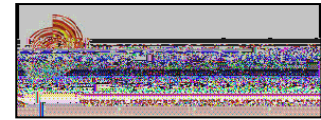
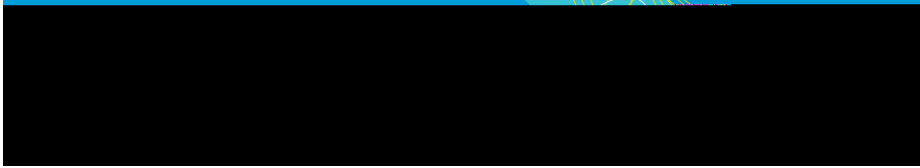




the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B

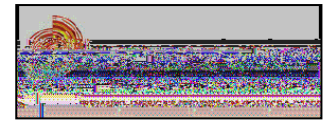


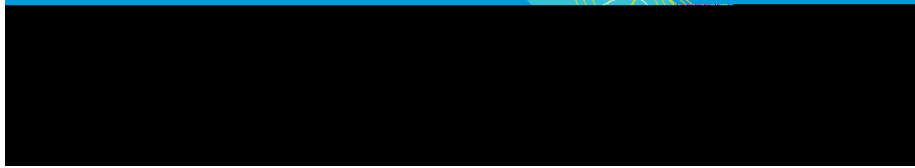
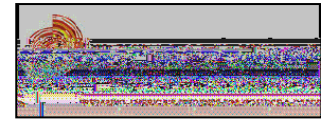


<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A&B; Units 4 and 5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A&B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A&B; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A&B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; Units 7 and 8, Beyond the Book, A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A&B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A&B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A&B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A&B</p>

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objecti.2 (xt) 0/TT1.0 1 Tf [(t) 0.2 (

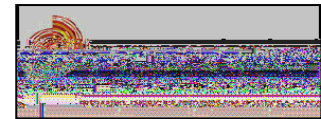






Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C; **See writing rubric on page 114 of SW and 55 of AM
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C; **See writing rubric on page 114 of SW and 55 of AM

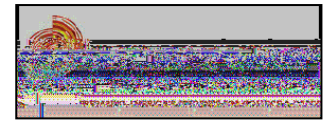




relevant descriptive details, and well-structured event sequences.	
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Provide a conclusion that follows from and reflects on the narrated experiences or events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM

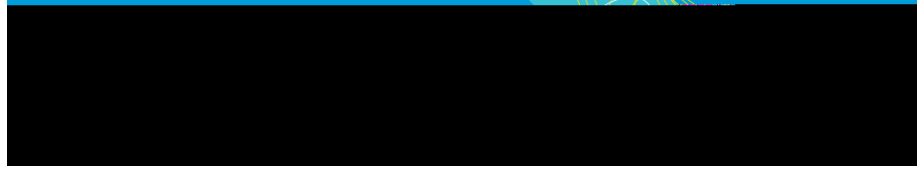
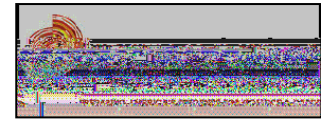
Produce clear and coherent writing in which the development, organization, and style are





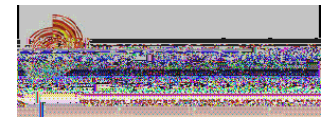
Follow rules for collegial discussions,

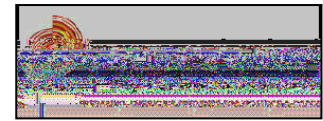


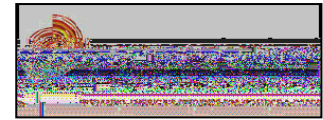
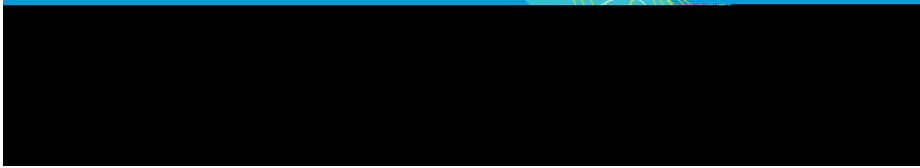


<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Units 1-2, Beyond the Book, A&B; Units 3-4, Beyond the Book, A&B; Units 5-6, Beyond the Book, A&B; Units 7-8, Beyond the Book, A&B; Units 9-13, Beyond the Book, A&B</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>





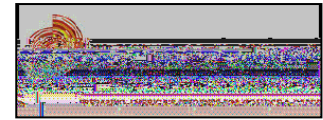
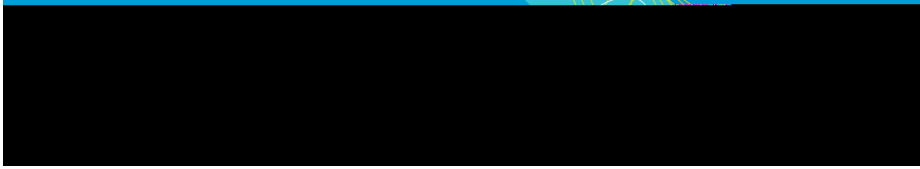




Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

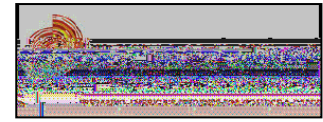
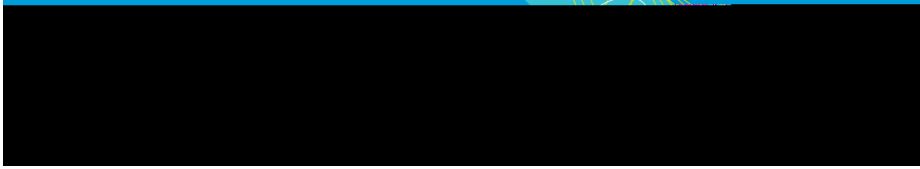
U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A&B; U





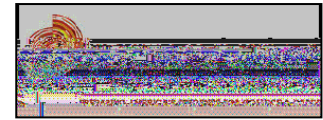
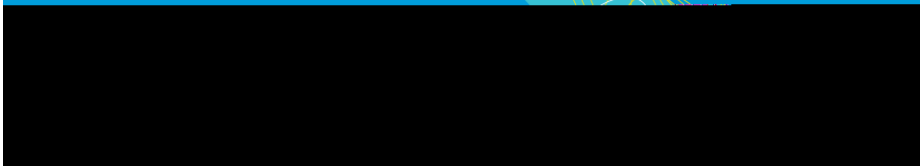
U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U





By the end of the year, read and comprehend





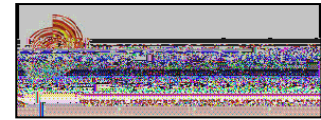
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C; **See writing rubric on page 114 of SW and 55 of AM

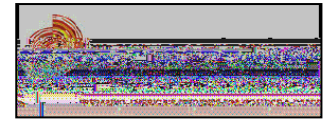
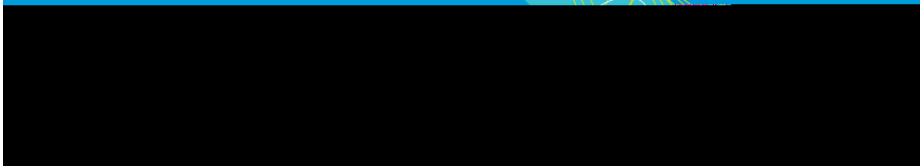
Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13,





<p>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>	<p>6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>





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.



