

English Now! C

Unit 5

Common Core Standards

Grades 6-8



LESSON 1

Objectives

- ___ Did I act out the words of the song?
- ___ Did I hear the key words of the song?
- ___ Did I follow procedures for partner share?
- ___ Did I speak in complete sentences?
- ___ Did I write words and sentences about the song?
- ___ Did I read my words and sentences from the vocabulary matrix?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

- RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Craft and Structure

CCR.6-8.4 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.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 2

Objectives

- ___ Did I hear Dario's and Martha's *listening to myself* thoughts?
- ___ Did I hear my own thoughts about the song?
- ___ Did I speak in complete sentences?
- ___ Did I write a response to the song?
- ___ Did I read the song with expression?
- ___ Did I read my own response to the song?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Language Standards (6-8) Continued

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12) Continued

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 3

Objectives

- ___ Did I listen to the teacher’s explanation of words and phrases about vegetables?
- ___ Did I locate the vegetable that matched with the description I heard while listening to the story?
- ___ Did I speak in complete sentences as I described the vegetables?
- ___ Did I ask and answer questions?
- ___ Did I do inside out writing?
- ___ Did I read my own writing?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Language Standards (6-8) Continued

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12) Continued

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

- RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

- CCR.6-8.4 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.

- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 4

Objectives

- ___ Did I listen to the teacher’s explanation of words about food?
- ___ Did I put the pictures in sequence while listening to the story?
- ___ Did I retell the story using the words and phrases that I learned?
- ___ Did I ask and answer questions?
- ___ Did I do inside out writing?
- ___ Did I read my own writing?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Language Standards (6-8) Continued

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12) Continued

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

- RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

- CCR.6-8.4 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.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 5

Objectives

- ___ Did I listen to the teacher’s explanation of food words and their singular and plural forms?
- ___ Did I practice singular and plural word forms?
- ___ Did I orally compose sentences using singular and plural word forms?
- ___ Did I ask and answer questions?
- ___ Did I write a response using singular and plural word forms?
- ___ Did I read my own writing?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standards (6-8) Continued

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 6

Objectives

- ___ Did I share my writing plan with a partner?
- ___ Did I identify my audience?
- ___ Did I practice gathering information while I interviewed my partner?
- ___ Did I write my plan?
- ___ Did I practice taking notes during the interview?
- ___ Did I read the words in the concept map?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standards (6-8) Continued

Knowledge of Language

Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.

WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 7

Objectives

- ___ Did I practice my sentences orally before I began writing?
- ___ Did I write my recipe?
- ___ Did I revise as I wrote?
- ___ Did I spell words correctly?
- ___ Did I understand the text structure of my recipe?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standards (6-8) Continued

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 8

Objectives

- ___ Did I ask and answer questions?
- ___ Did I practice editing?
- ___ Did I edit my own writing?
- ___ Did I edit my partner's writing?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standards (6-8) Continued

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1 Write arguments to support claims with clear reasons and relevant evidence.
- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 9

Objectives

- ___ Did I ask and answer questions?
- ___ Did I rewrite my recipe?
- ___ Did I transfer corrections from the rough draft to final paper?
- ___ Did I illustrate my writing?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language Standards (6-8) Continued

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 10

Objectives

- ___ Did I talk about my audience?
- ___ Did I ask and answer questions?
- ___ Did I make an oral presentation of my published work?
- ___ Did I publish my work?
- ___ Did I read my own writing?
- ___ Did I follow my writing plan?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (6-8) Continued

Conventions of Standard English

- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Literature (6-8)

Craft and Structure

- RSL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 11

Objectives

- ___ Did I listen to and understand the information about the food pyramid?
- ___ Did I use the food groups and phrases in my own sentences during partner share?
- ___ Did I write *right there* questions and answers?
- ___ Did I read the food pyramid article fluently?
- ___ Did I learn the new vocabulary?
- ___ Did I ask and answer *how many* and *what kind* questions?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language Standards (6-8) Continued

Conventions of Standard English

- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.6-8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band of proficiency, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 12

Objectives

- ___ Did I listen to and understand the teacher’s explanation of the relationships between questions and answers?
- ___ Did I show my understanding of *Right There* Question-Answer Relationships by locating key words and answers in the text?
- ___ Did I write answers to *right there* questions after I located them in the text?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and follow written directions?
- ___ Did I read and show my understanding of the relationships between questions and answers by locating the answers in the text?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.6-8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band of proficiency, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 13

Objectives

- ___ Did I listen to and understand the teacher’s explanation of *Think and Search* Question-Answer Relationships?
- ___ Did I show my understanding of fruits, vegetables, vitamins, and fiber using the information in the recipe analysis charts?
- ___ Did I write my research findings about the differences between a fruit and a vegetable?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of an article about the differences between a fruit and a vegetable?
- ___ Did I read, understand, and follow written directions?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.6-8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band of proficiency, with scaffolding as needed at the high end of the range.

Key Ideas and Details

CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

CCR.6-8.4 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.

CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 14

Objectives

- ___ Did I listen to my teachers' explanation of balanced meals?
- ___ Did I show my understanding of the importance of balanced meals by asking and answering questions?
- ___ Did I write a response to what I learned about meals?
- ___ Did I read the text fluently?
- ___ Did I show my comprehension of the text by answering *right there* and *think and search* questions?
- ___ Did I read, understand, and follow written directions?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Research to Build and Present Knowledge

- WR.6-8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research and Distribution of Writing

- CCR.6-8.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.6-8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Reading Standards for Informational Text (6-8) Continued

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band of proficiency, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

- CCR.6-8.4 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.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.

LESSON 15

Objectives

- ___ Did I listen to the teacher’s explanation of balanced meals?
- ___ Did I show my understanding of balanced meals by sharing my recipe analysis with a partner?
- ___ Did I write a response to what I learned about food labels?
- ___ Did I read the text fluently?
- ___ Did I read, understand, and follow written directions?
- ___ Did I show my reading comprehension of the text by answering *right there* and *think and search* questions?

Speaking and Listening Standards (6-8)

Comprehension and Collaboration

- SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.6-8.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.6-8.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
- SL.6-8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.6-8.4 Present claims and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.6-8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (6-12)

Comprehension and Collaboration

- CCR.6-8.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

- CCR.6-8.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (6-8)

Conventions of Standard English

- Lan.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.6-7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Lan.8.1b Form and use verbs in the active and passive voice.
- Lan.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- Lan.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Lan.6-8.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- Lan.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Anchor Standards for Language (CCR) (6-12)

Conventions of Standard English

- CCR6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.6-8.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.6-8.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Writing Standards (6-8) Continued

Production and Distribution of Writing

- WR.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking and citing sources.

Research to Build and Present Knowledge

- WR.6-8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Range of Writing

- WR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (6-12)

Text Types and Purposes

- CCR.6-8.2 Write informative/expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- CCR.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.6-8.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research and Distribution of Writing

- CCR.6-8.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Range of Writing

- CCR.6-8.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (6-8)

Key Ideas and Details

- RSIT.6-8.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RSIT.6-8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RSIT.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Reading Standards for Informational Text (6-8) Continued

Range of Reading and Level of Text Complexity

- RSIT.6-8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band of proficiency, with scaffolding as needed at the high end of the range.

College and Career Readiness Anchor Standards for Reading (CCR) (6-12)

Key Ideas and Details

- CCR.6-8.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

- CCR.6-8.4 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.
- CCR.6-8.6 Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity

- CCR.6-8.4 Read and comprehend complex literary and informational texts independently and proficiently.