

# English Now! C

## Unit 6

# Common Core Standards

Grades 6-8



# LESSON 1

## Objectives

- \_\_\_ Did I listen attentively to the words of the warm-up music?
- \_\_\_ Did I understand the meanings of the warm-up commands?
- \_\_\_ Did I perform the warm-up commands?
- \_\_\_ Did I follow the procedures for partner share?
- \_\_\_ Did I orally compose new warm-up commands?
- \_\_\_ Did I read the warm-up commands?

### 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.

## Reading Standards for Informational Text (6-8)

### 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.

## 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.

## LESSON 2

### Objectives

- Did I hear Tony's and Susana's *listening to myself* thoughts?
- Did I listen to my own thoughts and feelings about warming up?
- Did I speak in complete sentences?
- Did I write a response to the warm-up?
- Did I read and understand the meanings of phrases about movement?
- 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.6-8.3 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 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 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 3

### Objectives

- \_\_\_ Did I pose and perform commands?
- \_\_\_ Did I speak in complete sentences using contraction forms?
- \_\_\_ Did I speak in complete sentences using future, present continuous, and past tense forms?
- \_\_\_ Did I orally compose a narrative using the forms I learned?
- \_\_\_ Did I write a narrative using the forms I learned?
- \_\_\_ 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



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

### Production and Distribution of Writing

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

### 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 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 4

### Objectives

- \_\_\_ Did I understand the meanings of idioms?
- \_\_\_ Did I follow task directions?
- \_\_\_ Did I create oral sentences using idioms?
- \_\_\_ Did I restate the meanings of the idioms under study?
- \_\_\_ Did I write sentences using idioms?
- \_\_\_ Did I read my own sentences and those written by others?

### 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.6-8.4 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.

## Language Standards (6-8) Continued

### Conventions of Standard English

- 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.6-8.1 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### 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 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)

### 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 5

### Objectives

- \_\_\_ Did I listen to and understand the dialogue in *Clara's Visit*?
- \_\_\_ Did I collaborate with classmates to create an innovation to the dialogue?
- \_\_\_ Did I orally rehearse my part?
- \_\_\_ Did I perform the innovation to the dialogue with my triad according to performance expectations?
- \_\_\_ Did I write an innovation to the dialogue with my triad?
- \_\_\_ Did I read my lines dramatically?

#### 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.6-8.4 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

##### 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.

## Language Standards (6-8) Continued

### Conventions of Standard English

- 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.6-8.1 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### Range of Reading and Level of Text Complexity

- RSL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## 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 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)

### 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.



## LESSON 6

### Objectives

- \_\_\_ Did I share my writing plan?
- \_\_\_ Did I identify my audience?
- \_\_\_ Did I ask interview questions and gather information?
- \_\_\_ Did I complete my prewriting plan?
- \_\_\_ Did I take notes and gather information during the interview?
- \_\_\_ Did I read the interview 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.6-8.1 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

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.

### Range of Reading and Level of Text Complexity

RSL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## 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 grades 6-8 text complexity band proficiently, 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 7

### Objectives

- \_\_\_ Did I orally rehearse my writing?
- \_\_\_ Did I write my fitness narrative?
- \_\_\_ Did I revise as I wrote?
- \_\_\_ Did I spell words and use capitals and end marks correctly?
- \_\_\_ Did I understand the text structure of my fitness narrative?
- \_\_\_ Did I read my own writing to my partner?

### 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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)

### 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.

### 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

- 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### 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 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)

### 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.6-8.10 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.6-8.1 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

- 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### 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 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)

### 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 9

### Objectives

- \_\_\_ Did I ask and answer questions?
- \_\_\_ Did I listen to the teacher explain the difference between a rough draft and a final draft?
- \_\_\_ Did I rewrite my fitness narrative?
- \_\_\_ Did I transfer corrections from the rough draft to the final paper?
- \_\_\_ 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

- 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### 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 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)

### 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.6-8.10 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

### 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.

## Writing Standards (6-8) Continued

### Production and Distribution of Writing

- 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.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

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

### 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 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)

### 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.



## LESSON 11

### Objectives

- \_\_\_ Did I listen to and understand the information about *physical fitness*?
- \_\_\_ Did I use physical fitness words and phrases in my own sentences?
- \_\_\_ Did I write about physical fitness?
- \_\_\_ Did I use titles and illustrations to make inferences?
- \_\_\_ Did I read the text fluently?
- \_\_\_ Did I read, understand, and use the new vocabulary?

### 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

### 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 grades 6-8 text complexity band proficiently, 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 12

### Objectives

- \_\_\_ Did I listen to and understand the information about aerobic exercise?
- \_\_\_ Did I use *aerobics* words and phrases in my own sentences during partner share?
- \_\_\_ Did I write *right there* and *think and search* questions and answers?
- \_\_\_ Did I read the text fluently?
- \_\_\_ Did I read and show my understanding of the relationships between questions and answers by locating the answers in the text?
- \_\_\_ Did I read, understand, and follow written instructions?

### 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.6-8.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

### 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 grades 6-8 text complexity band proficiently, 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.6-8.10 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 that I understood flexibility and its importance to a fitness program?
- \_\_\_ Did I write a response to what I learned about flexibility?
- \_\_\_ Did I read the text fluently?
- \_\_\_ Did I show my comprehension of the text by answering think and search questions?
- \_\_\_ Did I read, understand, and follow written instructions?

### 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

### 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 grades 6-8 text complexity band proficiently, 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.

## LESSON 14

### Objectives

- \_\_\_ Did I listen to and understand the teacher's explanation of *think and search* question-answer relationships?
- \_\_\_ Did I show that I understood the concept of strength training and its importance to a fitness program?
- \_\_\_ Did I write my research findings about strength training?
- \_\_\_ Did I read the text fluently?
- \_\_\_ Did I show my comprehension of the text by answering *think and search* questions?
- \_\_\_ Did I read, understand, and follow written instructions?

### 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.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.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

### 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 grades 6-8 text complexity band proficiently, 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.



## LESSON 15

### Objectives

- \_\_\_ Did I show my understanding of a *physical fitness* plan by asking and answering questions?
- \_\_\_ Did I share my physical fitness plan with a partner?
- \_\_\_ Did I write a physical fitness plan?
- \_\_\_ Did I read the text fluently?
- \_\_\_ Did I show my understanding of physical fitness by reviewing the *fitness tips* with my partner?
- \_\_\_ Did I read, understand, and follow written instructions?

### 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.6-8.1d Acknowledge new information expressed by others and , when warranted, modify their own views.
- 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.
- CCR.6-8.2 Integrate and evaluate information presented in diverse media and formats, including quantitatively, and orally.

#### 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.

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- 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.

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### 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.
- WR.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

### 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 grades 6-8 text complexity band proficiently, 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.6-8.10 Read and comprehend complex literary and informational texts independently and proficiently.