

English Now! Writing

Fictional Narrative

Unit 11

E

Common Core Standards

Grades 6-8



LESSON 1 – READING AND INTERPRETING WRITING PROMPTS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *reading* and *interpreting writing prompts*?
- ___ Did I explain my analysis of a writing prompt?

Reading

- ___ Did I read, understand, and interpret a writing prompt?

Writing

- ___ Did I create a visual organizer?
- ___ Did I label the sections of my visual organizer?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

- RI.6-8.10 By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

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.

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)

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.

LESSON 2 – ANALYZING THE PLOT

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *fictional narrative*?
- ___ Did I explain my analysis of the plot of the fictional narrative?

Reading

- ___ Did I read the fictional narrative, *Dominic and Esperanza*?
- ___ Did I identify the fictional narrative's plot components?

Writing

- ___ Did I write notes on my plot line organizer?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

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.

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)

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.

LESSON 3 – PLANNING AND ORGANIZING

OBJECTIVES

Listening and Speaking

___ Did I listen attentively to a review of *conflict* and *turning point*?

___ Did I explain my plan for writing my fictional narrative?

Reading

___ Did I read the plot components of my fictional narrative plan?

Writing

___ Did I plan and organize my fictional narrative 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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

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

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

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.

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)

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.

LESSON 4 – WRITING THE INTRODUCTION AND CONFLICT SECTIONS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *tone* and *mood*?
- ___ Did I explain how the author used her fictional narrative plan to write the *introduction* and *conflict* sections of her fictional narrative?
- ___ Did I orally rehearse my fictional narrative?

Reading

- ___ Did I read the *introduction* and *conflict* sections of the fictional narrative, *Dominic and Esperanza*?

Writing

- ___ Did I write the *introduction* and *conflict* sections of my fictional narrative?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- 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.
- WR.6-8.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- WR.6-8.3b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- WR.6-8.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- WR.6-8.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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

LESSON 5 – WRITING THE RISING ACTION AND TURNING POINT SECTIONS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *dialogue*?
- ___ Did I explain how the author used her fictional narrative plan to write the *rising action* and *turning point* sections of her fictional narrative?

Reading

- ___ Did I read the *rising action* and *turning point* sections of the fictional narrative, *Dominic and Esperanza*?

Writing

- ___ Did I write the rising action and turning point sections of my fictional narrative?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- 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.
- WR.6-8.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- WR.6-8.3b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- WR.6-8.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- WR.6-8.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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

LESSON 6 – WRITING THE FALLING ACTION AND CONCLUSION SECTIONS

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *symbolism*?
- ___ Did I explain how the author used her fictional narrative plan to write the *falling action* and *conclusion* sections of her fictional narrative?
- ___ Did I orally rehearse my fictional narrative?

Reading

- ___ Did I read the *falling action* and *concluding* sections of the fictional narrative, *Dominic and Esperanza*?

Writing

- ___ Did I write the *falling action* and *conclusion* sections of my fictional narrative?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

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

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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- 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.
- WR.6-8.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- WR.6-8.3b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- WR.6-8.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- WR.6-8.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- WR.6-8.3e Provide a conclusion that follows from the narrated experiences or events.

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.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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

LESSON 7 – REVISING AND EDITING

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *sentence elaboration, revising, and editing*?
- ___ Did I discuss my revising and editing needs?

Reading

- ___ Did I reread my fictional narrative to check if I included all of the plot components?

Writing

- ___ Did I revise and edit my rough draft?

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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.6-8.3a Vary sentence patterns for meaning, reader/listener interest and style.
- 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- 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.
- WR.6-8.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- WR.6-8.3b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- WR.6-8.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- WR.6-8.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- WR.6-8.3e Provide a conclusion that follows from the narrated experiences or events.

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.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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

LESSON 8 – WRITING THE FINAL FICTIONAL NARRATIVE

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the explanation of *writing the final fictional narrative*?
- ___ Did I seek and listen to a trusted person’s feedback about my final fictional narrative?

Reading

- ___ Did I reread my fictional narrative to find and correct errors?

Writing

- ___ Did I transfer all corrections to the final copy of my fictional narrative?

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 *grades 6-8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.6-8.3a Vary sentence patterns for meaning, reader/listener interest and style.
- 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- 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.
- WR.6-8.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- WR.6-8.3b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- WR.6-8.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- WR.6-8.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- WR.6-8.3e Provide a conclusion that follows from the narrated experiences or events.

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.
- WR.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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

LESSON 9 – PUBLISHING AND PRESENTING

OBJECTIVES

Listening and Speaking

- ___ Did I listen attentively to the presentation called *publishing* and *presenting*?
- ___ Did I respond to questions and comments intelligently and positively?

Reading

- ___ Did I read my fictional narrative aloud using proper *articulation*, *volume*, and *style*?

Writing

- ___ Did I write reflections about my 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 *grades 6-8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- SL.6-8.1b Follow the rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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 formats, including visually, quantitatively, and orally.
- CCR.6-8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.
- Lan.6-8.2b Spell correctly.

Knowledge of Language

- Lan.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lan.6-8.3a Vary sentence patterns for meaning, reader/listener interest and style.
- 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text (6-8)

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Reading Standards for Literature (6-8)

Key Ideas and Details

- RL.6-8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6-8.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.6-8.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6-8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- RL.6-8.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Range of Reading and Level of Text Complexity

- RL.6-8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiency, 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.

Range of Reading and Level of Text Complexity

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

Writing Standards (6-8)

Text Types and Purposes

- WR.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- WR.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WR.6-8.2f Provide a concluding statement or section that follows from the information or explanation presented.

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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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)

Production and Distribution of Writing

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

Range of Writing

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