



Common Core State Standards Correlations Grade 6

Reading: Literature	Narrative Teacher Edition References
Key Ideas and Details	
<p>1. Cite contextual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A&B; U4&5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A&B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A&B; U5&6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A&B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; U7&8, Beyond the Book, A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A&B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A&B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A&B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A&B</p>



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<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>U2.L4.A; U4.L4.A; U6.L4.A; U8.L4.A; U13.L4.A; U15.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>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.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U1&2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U4&5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U5&6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; U7&8, Beyond the Book, A&B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B, pp.; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a</p>	<p>U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U5.L1.A;</p>



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text and contributes to the development of the theme, setting, or plot.	U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A 1
6. Explain how an author develops the point of view of the narrator or speaker in a text.	U2.L4.A; U4.L4.A; U6.L4.A; U8.L4.A; U12.L4.A; U15.L4.A
Integration of Knowledge and Ideas	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	U4.L5.B; U6.L5.B; U8.L5.B
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Lexile® Levels <ul style="list-style-type: none"> • Units 1–2: 700–900 • Units 3–4: 800–1000 • Units 5–6: 900–1100 • Units 7–8: 1000–1100 • Units 9–12 (<i>Hatchet</i>): 1020 • Units 14-15: Teacher choice or recommended list • Units 1-8: <i>No End in Sight, Trial by Ice, Princess of the Press, Phineas Gage</i>

Writing	Narrative Teacher Edition References
Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	



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<p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C, **See writing rubric on page 114 of SW and 55 of AM</p>
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>e. Establish and maintain a formal style.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
<p>a. 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.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>



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characters.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
e. Provide a conclusion that follows from the narrated experiences or events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM NA
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. (Editing for conventions should demonstrate a command of Language standards 1–3 up to and including grade 6 on page 52.)	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Units 1-2, Beyond the Book, Parts A B, C; Units 3-4, Beyond the Book, Parts A B, C; Units 5-6, Beyond the Book, Parts A B, C; Units 7-8, Beyond the Book, Parts A B, C; Units 9-13, Beyond the Book, Parts A B, C,
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and	Units 1-2, Beyond the Book, B; Units 3-4, Beyond the Book, B; Units 5-6, Beyond the Book, B; Units 7-8, Beyond the Book, B; Units 9-13, Beyond the



refocusing the inquiry when appropriate.	Book, B
Speaking and Listening	Narrative Teacher Edition References
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U4&5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U5&6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U7&8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B, 1; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U4&5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U5&6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U7&8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B, 1; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B



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<p>c. Pose and respond to specific questions.</p>	<p>U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Units 1-2, Beyond the Book, A&B; Units 3-4, Beyond the Book, A&B; Units 5-6, Beyond the Book, A&B; Units 7-8, Beyond the Book, A&B; Units 9-13, Beyond the Book, A&B</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; U1&2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U4&5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U5&6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U7&8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B, 1; U14.L1.B; U14.L2.A; U14.L3.A;</p>



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U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B	
Language	Narrative Teacher Edition References
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
c. Recognize and correct inappropriate shifts in pronoun number and person.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
b. Spell correctly.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13,



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Beyond the Book, Parts C;**See writing rubric on page 114 of SW and 55 of AM	
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C;**See writing rubric on page 114 of SW and 55 of AM
b. Maintain consistency in style and tone.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C;**See writing rubric on page 114 of SW and 55 of AM
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A
d. Verify the preliminary determination of	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A;



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<p>the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>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.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A; Gather vocabulary knowledge - U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>



Common Core State Standards Correlations Grade 7

Reading: Literature	Narrative Teacher Edition References
Key Ideas and Details	
<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A&B; Units 4 and 5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A&B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A&B; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A&B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; Units 7 and 8, Beyond the Book, A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A&B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A&B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A&B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A&B</p>
<p>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.</p>	<p>Theme - U2.L4.A; U4.L4.A; U6.L4.A; U8.L4.A; U13.L4.A; U15.L4.A; Summarization - U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; Unit 8 L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; Units 4 and 5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A;</p>



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	<p>U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; Units 7 and 8, Beyond the Book, A&B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama;</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A;</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Lexile® Levels</p> <ul style="list-style-type: none"> • Units 1–2: 700–900 • Units 3–4: 800–1000 • Units 5–6: 900–1100 • Units 7–8: 1000–1100 • Units 9–12 (<i>Hatchet</i>): 1020 • Units 14-15: Teacher choice or recommended list • Units 1-8: <i>No End in Sight</i>, <i>Trial by Ice</i>, <i>Princess of the Press</i>, <i>Phineas Gage</i>

Writing	Narrative Teacher Edition References
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English Language Arts Standards
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Text Types and Purposes	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
e. Establish and maintain a formal style.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
3. Write narratives to develop real or imagined experiences or events using effective technique,	



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relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
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.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM



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<p>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 to and citing sources.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C; **See writing rubric on page 114 of SW and 55 of AM</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>Units 1-2, Beyond the Book, B; Units 3-4, Beyond the Book, B; Units 5-6, Beyond the Book, B; Units 7-8, Beyond the Book, B; Units 9-13, Beyond the Book, B;</p>
<p>Speaking and Listening</p>	<p align="center">Narrative Teacher Edition References</p>
<p>Comprehension and Collaboration</p>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>



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<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>c. 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.</p>	<p>U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>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.</p>	<p>U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>



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

Language	Narrative Teacher Edition References
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Conventions of Standard English	
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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM</p>
<p>b. Spell correctly.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM</p>

Knowledge of Language	
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<p>3. Use knowledge of language and its conventions</p>	
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when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C;**See writing rubric on page 114 of SW and 55 of AM
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A
6. Acquire and use accurately grade-appropriate	Grade-appropriate vocabulary - U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A;



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<p>general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A;;Gather vocabulary knowledge - U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
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Common Core State Standards Correlations Grade 8

Reading: Literature	Narrative Teacher Edition References
Key Ideas and Details	
<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A&B; Units 4 and 5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A&B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A&B; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A&B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; Units 7 and 8, Beyond the Book, A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A&B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A&B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A&B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A&B</p>
<p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>Theme - U2.L4.A; U4.L4.A; U6.L4.A; U8.L4.A; U13.L4.A; U15.L4.A; Summarization - U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; Unit 8 L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; Units 1 and 2, Beyond the Book, A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A&B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; Units 4 and 5, Beyond the Book, A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.A;</p>



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	<p>U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; Units 5 and 6, Beyond the Book, A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A&B; Units 7 and 8, Beyond the Book, A&B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A&B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A&B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A&B; Units 9-13, Beyond the Book, A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>



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Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Lexile® Levels</p> <ul style="list-style-type: none"> • Units 1–2: 700–900 • Units 3–4: 800–1000 • Units 5–6: 900–1100 • Units 7–8: 1000–1100 • Units 9–12 (<i>Hatchet</i>): 1020 • Units 14-15: Teacher choice or recommended list • Units 1-8: <i>No End in Sight, Trial by Ice, Princess of the Press, Phineas Gage</i>

Writing	Narrative Teacher Edition References
Text Types and Purposes	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Units 1-2, <i>Beyond the Book</i>, Part C; Units 3-4, <i>Beyond the Book</i>, Part C; Units 5-6, <i>Beyond the Book</i>, Part C; Units 7-8, <i>Beyond the Book</i>, Part C; Units 9-13, <i>Beyond the Book</i>, Part C; **See writing rubric on page 114 of SW and 55 of AM</p>



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<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>e. Establish and maintain a formal style.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	
<p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>c. Use a variety of transition words,</p>	<p>Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-</p>



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phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
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.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
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.	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-



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<p>question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Part C;**See writing rubric on page 114 of SW and 55 of AM</p>
<p>Speaking and Listening</p>	<p>Narrative Teacher Edition References</p>
<p>Comprehension and Collaboration</p>	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6, Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A;</p>



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	U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B

Presentation of Knowledge and Ideas	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Units 1-2, Beyond the Book, A&B; Units 3-4, Beyond the Book, A&B; Units 5-6, Beyond the Book, A&B; Units 7-8, Beyond the Book, A&B; Units 9-13, Beyond the Book, A&B
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U1.L5.B; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.B; Units 1 and 2, Beyond the Book, B; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.B; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.B; Units 4 and 5, Beyond the Book, B; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; Units 5 and 6,



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	<p>Beyond the Book, B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; Units 7 and 8, Beyond the Book, B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; Units 9-13, Beyond the Book, B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
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Language	Narrative Teacher Edition References
Conventions of Standard English	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
<ul style="list-style-type: none"> c. Spell correctly. 	Units 1-2, Beyond the Book, Part C; Units 3-4, Beyond the Book, Part C; Units 5-6, Beyond the Book, Part C; Units 7-8, Beyond the Book, Part C; Units 9-13, Beyond the Book, Parts C; **See writing rubric on page 114 of SW and 55 of AM
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
<ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 	U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A



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<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U5.L5.B; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.B; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.B; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.B; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.B; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.B; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.B; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.B; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.B; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.B; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.B</p>
<p>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.</p>	<p>Grade-appropriate vocabulary - U1.L1.A; U1.L2.A; U1.L3.A; U1.L4.A; U2.L1.A; U2.L2.A; U2.L3.A; U2.L4.A; U2.L5.A; U3.L1.A; U3.L2.A; U3.L3.A; U3.L4.A; U3.L5.A; U4.L1.A; U4.L2.A; U4.L3.A; U4.L4.A; U4.L5.A; U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A; Gather vocabulary knowledge - U5.L1.A; U5.L2.A; U5.L3.A; U5.L4.A; U6.L1.A; U6.L2.A; U6.L3.A; U6.L4.A; U6.L5.A; U7.L1.A; U7.L2.A; U7.L3.A; U7.L4.A; U7.L5.A; U8.L1.A; U8.L2.A; U8.L3.A; U8.L4.A; U8.L5.A; U9.L1.B; U9.L2.A; U9.L3.A; U9.L4.A; U9.L5.A; U10.L1.B; U10.L2.A; U10.L3.A; U10.L4.A; U10.L5.A; U11.L1.B; U11.L2.A; U11.L3.A; U11.L4.A; U11.L5.A; U12.L1.B; U12.L2.A; U12.L3.A; U12.L4.A; U12.L5.A; U13.L1.B; U13.L2.A; U13.L3.A; U13.L4.A; U13.L5.A; U14.L1.B; U14.L2.A; U14.L3.A; U14.L4.A; U14.L5.A; U15.L1.B; U15.L2.A; U15.L3.A; U15.L4.A; U15.L5.A</p>



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