**Pacing Guide**

Reading 1st Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:  a. using effective reading strategies to match type of text;  b. reading self-selected literature and other materials of individual interest;  c. reading selections and other materials assigned;  d. discussing selections in teacher-student discussions and small groups;  e. taking an active role in whole-class seminars;  f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;  g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;  h. investigating examples of distortion and stereotype; and  i. recognizing underlying messages in order to identify recurring themes.  2. Generate questions to be answered while reading and reflect on what has been learned after reading.  3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).  4. Follow oral and written directions for a procedure | Comprehension  Reading Strategies  Short Stories  Journal Writing  Think Aloud  Plot | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | ID Demonstrate competence in the skills and strategies of the reading process |  |
|  | 2. Relate details, main ideas, setting, action, and main character(s).  5. Interact appropriately in group settings. | Literary Elements  Summarizing | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IA Listen to, read, react to, and interpret information |  |
|  | 1. Interpret and synthesize information from a variety of sources by:  a. reviewing the characteristics of informational works;  b. restating and summarizing information;  c. determining the importance of information;  d. making connections to related topics and information;  e. monitoring comprehension;  f. drawing inferences; and  g. generating questions. | Inference | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IB Gather and use information for research and other purposes |  |
|  | 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).  2. Clarify, illustrate, and expand upon topics in discussions.  3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”). | Speaking: i.e. presentations and discussions | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIA Use speaking as an interpersonal communication tool |  |
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Reading 2nd Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 2. Relate details, main ideas, setting, action, and main character(s).  5. Interact appropriately in group settings. | Literary Elements  Speaking: i.e. groups and presentations | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IA Listen to, read, react to, and interpret information |  |
|  | 1. Interpret and synthesize information from a variety of sources by:  a. reviewing the characteristics of informational works;  b. restating and summarizing information;  c. determining the importance of information;  d. making connections to related topics and information;  e. monitoring comprehension;  f. drawing inferences; and  g. generating questions. | New Paper  Informational Text  Inference  Summarize | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IB Gather and use information for research and other purposes |  |
|  | 1. Use critical thinking skills and create criteria to evaluate text and multimedia by:  a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques; and  b. identifying and exploring the underlying assumptions of the author  2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to  other interpretations.  3. Develop and apply appropriate criteria to evaluate the quality of communication by:  a. using knowledge of language structure and literary or media techniques; and  b. drawing conclusions based on evidence, reasons, or relevant information; considering the implications, consequences, or impact of those conclusions. | Author’s purpose | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IC Apply critical thinking skills to analyze information |  |
|  | 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:  a. using effective reading strategies to match type of text;  b. reading self-selected literature and other materials of individual interest;  c. reading selections and other materials assigned;  d. discussing selections in teacher-student discussions and small groups;  e. taking an active role in whole-class seminars;  f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;  g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;  h. investigating examples of distortion and stereotype; and  i. recognizing underlying messages in order to identify recurring themes.  2. Generate questions to be answered while reading and reflect on what has been learned after reading.  3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).  4. Follow oral and written directions for a procedure | Novel Study  Literary Elements  Comprehension  Reading Strategies  Short Stories | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | ID Demonstrate competence in the skills and strategies of the reading process |  |
|  | 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).  2. Clarify, illustrate, and expand upon topics in discussions.  3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”). | Speaking: groups and presentations | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIA Use speaking as an interpersonal communication tool |  |
|  | 1. Describe the author’s use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers’ perspectives.  3. Compare and contrast print and non-print versions of a literary work. | Novel Study | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIIB Identify ideas and make connections among literary works |  |

Reading 3rd Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 2. Relate details, main ideas, setting, action, and main character(s).  5. Interact appropriately in group settings. | Literary Elements  Narratives | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IA Listen to, read, react to, and interpret information |  |
|  | 1. Use critical thinking skills and create criteria to evaluate text and multimedia by:  a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques; and  b. identifying and exploring the underlying assumptions of the author  2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to  other interpretations.  3. Develop and apply appropriate criteria to evaluate the quality of communication by:  a. using knowledge of language structure and literary or media techniques; and  b. drawing conclusions based on evidence, reasons, or relevant information; considering the implications, consequences, or impact of those conclusions. | Persuasive  Advertisements | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IC Apply critical thinking skills to analyze information |  |
|  | 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:  a. using effective reading strategies to match type of text;  b. reading self-selected literature and other materials of individual interest;  c. reading selections and other materials assigned;  d. discussing selections in teacher-student discussions and small groups;  e. taking an active role in whole-class seminars;  f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;  g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;  h. investigating examples of distortion and stereotype; and  i. recognizing underlying messages in order to identify recurring themes.  2. Generate questions to be answered while reading and reflect on what has been learned after reading.  3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).  4. Follow oral and written directions for a procedure. | Reading Strategies  Comprehension  Short Stories | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | ID Demonstrate competence in the skills and strategies of the reading process |  |
|  | 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).  2. Clarify, illustrate, and expand upon topics in discussions.  3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”). | Speaking: i.e. groups and presentations | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIA Use speaking as an interpersonal communication tool |  |
|  | 1. Describe the author’s use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers’ perspectives.  2. Identify the various themes in literary works. | Poetry | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIIB Identify ideas and make connections among literary works |  |

Reading 4th Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 1. Interpret and synthesize information from a variety of sources by:  a. reviewing the characteristics of informational works;  b. restating and summarizing information;  c. determining the importance of information;  d. making connections to related topics and information;  e. monitoring comprehension;  f. drawing inferences; and  g. generating questions. | Research | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IB Gather and use information for research and other purposes |  |
|  | 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:  a. using effective reading strategies to match type of text;  b. reading self-selected literature and other materials of individual interest;  c. reading selections and other materials assigned;  d. discussing selections in teacher-student discussions and small groups;  e. taking an active role in whole-class seminars;  f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;  g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;  h. investigating examples of distortion and stereotype; and  i. recognizing underlying messages in order to identify recurring themes.  2. Generate questions to be answered while reading and reflect on what has been learned after reading.  3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).  4. Follow oral and written directions for a procedure. | Novel Unit  Short Stories  Comprehension  Reading Strategies | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | ID Demonstrate competence in the skills and strategies of the reading process |  |
|  | 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).  2. Clarify, illustrate, and expand upon topics in discussions.  3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”). | Speaking: i.e. presentations | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIA Use speaking as an interpersonal communication tool |  |
|  | 1. Use simple, compound, complex, and compound-complex sentences.  2. Use effective coordination and subordination of ideas to express complete thoughts. | Novel Unit | 6th Grade Text  Step-up-Writing  Library Books  Magazines  Newspapers  Drama Book  Literature Study Books | IIIB Identify ideas and make connections among literary works |  |
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Writing 1st Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Use simple, compound, complex, and compound-complex sentences. | Summarize | Step-up-to-Writing  DOL | IB Gather and use information for research and other purposes |  |
|  | 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:  a. using effective reading strategies to match type of text;  b. reading self-selected literature and other materials of individual interest;  c. reading selections and other materials assigned;  d. discussing selections in teacher-student discussions and small groups;  e. taking an active role in whole-class seminars;  f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback;  g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style;  h. investigating examples of distortion and stereotype; and  i. recognizing underlying messages in order to identify recurring themes.  2. Generate questions to be answered while reading and reflect on what has been learned after reading.  3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).  4. Follow oral and written directions for a procedure. | Journal Writing | Step-up-to-Writing  DOL | ID Demonstrate competence in the skills and strategies of the reading process |  |
|  | 1. Use simple, compound, complex, and compound-complex sentences.  2. Use effective coordination and subordination of ideas to express complete thoughts.  3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.  4. Use verbs that agree with compound subjects.  5. Punctuate using commas that link two clauses with a conjunction in compound sentences.  6. Correctly spell frequently misspelled words (e.g., there, their, they’re).  7. Demonstrate an awareness of language conventions and usage during oral presentations.  8. Identify and correct errors in everyday speech.  9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies. | Sentences  Paragraph Structure  Grammar  Proofreading  ACE  Punctuation | Step-up-to-Writing  DOL | IIB Apply grammatical and language conventions to communicate |  |
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Writing 2nd Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Use critical thinking skills and create criteria to evaluate text and multimedia by:  a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques; and  b. identifying and exploring the underlying assumptions of the author  2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to  other interpretations.  3. Develop and apply appropriate criteria to evaluate the quality of communication by:  a. using knowledge of language structure and literary or media techniques; and  b. drawing conclusions based on evidence, reasons, or relevant information; considering the implications, consequences, or impact of those conclusions. | Descriptive Writing  Expository Writing | Step-up-to-Writing  DOL | IC Apply critical thinking skills to analyze information |  |
|  | 1. Use simple, compound, complex, and compound-complex sentences.  2. Use effective coordination and subordination of ideas to express complete thoughts.  3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.  4. Use verbs that agree with compound subjects.  5. Punctuate using commas that link two clauses with a conjunction in compound sentences.  6. Correctly spell frequently misspelled words (e.g., there, their, they’re).  7. Demonstrate an awareness of language conventions and usage during oral presentations.  8. Identify and correct errors in everyday speech.  9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies. | Parts of Speech  Writing Process  ACE  6 Sentence Accordion Paragraph | Step-up-to-Writing  DOL | IIB Apply grammatical and language conventions to communicate |  |
|  | 1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by:  a. drafting, revising, editing, and proofreading one’s own written work;  b. using direct feedback from peers to revise content; and  c. writing for public and private audiences.  2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a  solution clearly and convincingly, presents logical and well-supported reasons).  3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose. | Descriptive Writing  Expository Writing | Step-up-to-Writing  DOL | IIC Demonstrate competence in the skills and strategies of the writing process |  |
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Writing 3rd Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 2. Relate details, main ideas, setting, action, and main character(s).  5. Interact appropriately in group settings. | Narrative Writing | Step-up-to-Writing  DOL | IA Listen to, read, react to, and interpret information |  |
|  | 1. Use critical thinking skills and create criteria to evaluate text and multimedia by:  a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques; and  b. identifying and exploring the underlying assumptions of the author  2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to  other interpretations.  3. Develop and apply appropriate criteria to evaluate the quality of communication by:  a. using knowledge of language structure and literary or media techniques; and  b. drawing conclusions based on evidence, reasons, or relevant information; considering the implications, consequences, or impact of those conclusions. | Persuasive | Step-up-to-Writing  DOL | IC Apply critical thinking skills to analyze information |  |
|  | 1. Use simple, compound, complex, and compound-complex sentences.  2. Use effective coordination and subordination of ideas to express complete thoughts.  3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.  4. Use verbs that agree with compound subjects.  5. Punctuate using commas that link two clauses with a conjunction in compound sentences.  6. Correctly spell frequently misspelled words (e.g., there, their, they’re).  7. Demonstrate an awareness of language conventions and usage during oral presentations.  8. Identify and correct errors in everyday speech.  9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies. | Grammar/Writing  Writing Process | Step-up-to-Writing  DOL | IIB Apply grammatical and language conventions to communicate |  |
|  | 1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by:  a. drafting, revising, editing, and proofreading one’s own written work;  b. using direct feedback from peers to revise content; and  c. writing for public and private audiences.  2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a  solution clearly and convincingly, presents logical and well-supported reasons).  3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose. | Persuasive  Problem/Solution | Step-up-to-Writing  DOL | IIC Demonstrate competence in the skills and strategies of the writing process |  |
|  | 1. Describe the author’s use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers’ perspectives.  2. Identify the various themes in literary works. | Poetic Elements | Step-up-to-Writing  DOL | IIIB Identify ideas and make connections among literary works |  |

Writing 4th Nine Weeks 6th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Interpret and synthesize information from a variety of sources by:  a. reviewing the characteristics of informational works;  b. restating and summarizing information;  c. determining the importance of information;  d. making connections to related topics and information;  e. monitoring comprehension;  f. drawing inferences; and  g. generating questions | Research | Step-up-to-Writing  DOL | IB Gather and use information for research and other purposes |  |
|  | 1. Use simple, compound, complex, and compound-complex sentences.  2. Use effective coordination and subordination of ideas to express complete thoughts.  3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.  4. Use verbs that agree with compound subjects.  5. Punctuate using commas that link two clauses with a conjunction in compound sentences.  6. Correctly spell frequently misspelled words (e.g., there, their, they’re).  7. Demonstrate an awareness of language conventions and usage during oral presentations.  8. Identify and correct errors in everyday speech.  9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies. | Research  Grammar/Writing  The Writing Process | Step-up-to-Writing  DOL | IIB Apply grammatical and language conventions to communicate |  |
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Reading 1st Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 2. Respond to informational materials that are read, heard, or viewed by:  a. summarizing the information;  b. determining the importance of the information;  c. making connections to related topics/information;  d. monitoring comprehension;  e. drawing inferences; and  f. generating questions.  3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description. | Reading Strategies  Summarization  Inference  Annotating  Literary Devices | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IA Listen to, read, react to, and interpret information. |  |
|  | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Literary Devices  Novels & Short Stories  Fiction & Non-Fiction  Comprehension | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |
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Reading 2nd Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 2. Respond to informational materials that are read, heard, or viewed by:  a. summarizing the information;  b. determining the importance of the information;  c. making connections to related topics/information;  d. monitoring comprehension;  e. drawing inferences; and  f. generating questions.  3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description. | Inference  Graphic Organizers | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IA Listen to, read, react to, and interpret information. |  |
|  | 1. Use the problem-solving process to refine understanding by:  a. analyzing problems and solutions within various texts and situations;  b. utilizing the problem-solving process within various contexts and situations; and  c. constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details.  2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:  a. stating a firm judgment;  b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and  c. creating an organizing structure appropriate to purpose, audience, and context.  3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent.  4. Interpret universal themes, values, and conflicts in a selection. | Compare/Contrast  Problem/Solution  Poetry  Themes | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IC Apply critical thinking skills to analyze information. |  |
|  | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Poetry  Fact/Opinion | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Identify examples of distortion and stereotype in literary works.  2. Identify recurring themes in literary works.  3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic. | Character Analysis  Themes  Realism | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIIB Identify ideas and make connections among literary works. |  |

Reading 3rd Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 1. Use the problem-solving process to refine understanding by:  a. analyzing problems and solutions within various texts and situations;  b. utilizing the problem-solving process within various contexts and situations; and  c. constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details.  2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:  a. stating a firm judgment;  b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and  c. creating an organizing structure appropriate to purpose, audience, and context.  3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent.  4. Interpret universal themes, values, and conflicts in a selection. | Poetry  Justifications | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IC Apply critical thinking skills to analyze information. |  |
|  | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Poetry  Genres | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Choose precise and engaging language, well suited to the topic and audience.  2. Use figurative language and a variety of speech patterns.  4. Interact in group discussions by:  a. offering personal opinions confidently without dominating;  b. giving valid reasons that support opinions; and  c. soliciting and considering others’ opinions.  5. Express individual perspective in response to personal, social, cultural, and historical issues. | Figurative Language | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIA Use speaking as an interpersonal communication tool. |  |
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Reading 4th Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Reading | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Research: Biographies | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |

Writing 1st Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Place modifiers properly and use the active voice.  3. Identify all parts of speech and types and structure of sentences.  6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.  7. Apply the parts of speech to clarify language usage.  8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.  9. Use figurative language and varying speech patterns to convey meaning.  10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.  11. Provide constructive feedback to a speaker concerning a speech’s content, delivery, and overall impact.  12. Proofread, listen to, and monitor self to correct errors. | Grammar  Punctuation  Sentences  Descriptive Writing  Proofreading  Writing Process | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIB Apply grammatical and language conventions to communicate. |  |
|  | 1. Express individual perspectives in written response to personal, social, cultural, and historical issues.  2. Differentiate shades of meaning and multiple meanings of words.  3. Produce research reports and technical writings that communicate information effectively to a specific audience.  4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of  multimedia technologies. | Vocabulary  Journal Writing  ACE | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIC Demonstrate competence in the skills and strategies of the writing process. |  |
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Writing 2nd Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Fact/Opinion | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Place modifiers properly and use the active voice.  3. Identify all parts of speech and types and structure of sentences.  6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.  7. Apply the parts of speech to clarify language usage.  8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.  9. Use figurative language and varying speech patterns to convey meaning.  10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.  11. Provide constructive feedback to a speaker concerning a speech’s content, delivery, and overall impact.  12. Proofread, listen to, and monitor self to correct errors. | Compare/Contrast Essay  Problem/Solution Essay  Paragraph Structure  Note Taking  Summarize | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIB Apply grammatical and language conventions to communicate. |  |
|  | 1. Identify examples of distortion and stereotype in literary works.  2. Identify recurring themes in literary works.  3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic. | Prejudice/Stereotype | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIIB Identify ideas and make connections among literary works. |  |
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Writing 3rd Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Use the problem-solving process to refine understanding by:  a. analyzing problems and solutions within various texts and situations;  b. utilizing the problem-solving process within various contexts and situations; and  c. constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details.  2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:  a. stating a firm judgment;  b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and  c. creating an organizing structure appropriate to purpose, audience, and context.  3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author’s intent.  4. Interpret universal themes, values, and conflicts in a selection. | Analyze | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IC Apply critical thinking skills to analyze information. |  |
|  | 1. Place modifiers properly and use the active voice.  3. Identify all parts of speech and types and structure of sentences.  6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.  7. Apply the parts of speech to clarify language usage.  8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.  9. Use figurative language and varying speech patterns to convey meaning.  10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.  11. Provide constructive feedback to a speaker concerning a speech’s content, delivery, and overall impact.  12. Proofread, listen to, and monitor self to correct errors. | Narrative Essay  Expository Essay  Persuasive Essay  Descriptive Essay | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIB Apply grammatical and language conventions to communicate. |  |
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Writing 4th Nine Weeks 7th Grade

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|  | Performance Standard | Method | Resource | Standard & Benchmark | Priority |
| Writing | 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:  a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric  poems);  b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work;  and  c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its.  resolution  2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.  3. Accurately identify author’s purpose and perspective.  4. Use knowledge of context and vocabulary to understand informational text. | Research Papers | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | ID Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Place modifiers properly and use the active voice.  3. Identify all parts of speech and types and structure of sentences.  6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.  7. Apply the parts of speech to clarify language usage.  8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.  9. Use figurative language and varying speech patterns to convey meaning.  10. Analyze the effect on the viewer of images, text, and sound in electronic journalism.  11. Provide constructive feedback to a speaker concerning a speech’s content, delivery, and overall impact.  12. Proofread, listen to, and monitor self to correct errors. | Research Papers | Step-up-to-Writing  7th Literature Text  Novels  Wild Side by Jamestown  Signature Reading by Jamestown  Shurley Method  Internet  Teacher created learning units | IIB Apply grammatical and language conventions to communicate. |  |
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Reading 1st Nine Weeks 8th Grade

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| **Writing 1st Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | **PRIORITY** |
| ***Writing*** |  |  |  |  |  |
|  | 1. Narrate a personal account that:  a. establishes a point of view and sharpens focus;  b. uses remembered feelings;  c. selects details that best illuminate the topic; and  d. connects events to self and society. | -Memoir  -Graphic Organizers (memory webs)  -Journaling | -Step Up to Writing handbook  -Memoir/  Narrative  -Excerpts from online, student examples, and  Literature Textbook | Strand I: Reading and Listening for Comprehension  IA: Listen to, read, react to, and interpret information. |  |
|  | 2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. | -Grammar  -Punctuation  -Writing Process  -6 Traits of Writing  -Descriptive Writing  -ACE | -Step Up To Writing handbook  -Literature Textbook | Strand I: Reading and Listening for Comprehension  IC: Apply critical thinking skills to analyze information |  |
|  | 1. Use correct and varied sentence types and sentence openings.  2. Identify and use parallelism to present ideas in a series.  3. Juxtapose items for emphasis.  4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.  5. Evaluate the use of dialects in standard and non-standard English.  6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically  developed body; and an effective conclusion.  7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and  ideas. | -Grammar  -Punctuation  -Writing Process  -6 Traits of Writing  -Descriptive Writing  -ACE | -Writing and Grammar Textbook  -Step Up To Writing handbook  -Foldables  -Discovery Education media | Strand II: Writing and Speaking for Expression  IIB: Apply grammatical and language conventions to communicate |  |

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| **Writing 2nd Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | **PRIORITY** |
| ***Writing*** |  |  |  |  |  |
|  | 1. Use information for specific tasks by:  a. analyzing and evaluating information to extend ideas;  b. analyzing and evaluating themes and central ideas in relation to personal and societal issues; and  c. creating a research product in both written and presentation form.  2. Use images, videos, and visual representations as informational research tools. | -Research  -Character Analysis  - Internal/ External Conflict | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units | Strand I: Reading and Listening for Comprehension  IB: Gather and use information for research and other purposes |  |
|  | 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying  assumptions of a variety of texts and media.  2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.  3. Recognize when information presented in a text is new knowledge and describe how it can be used.  4. Use the various parts of a text to locate specific information (index, table of contents, glossary)  5. Identify the topic sentence in a reading selection.  6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and  structures of those works to understand main elements, perspective, and style. | -Theme Essay  -Author’s Purpose | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Literary passages (short stories, newspapers, etc.) | Strand I: Reading and Listening for Comprehension  ID: Demonstrate competence in the skills and strategies of the reading process |  |
|  | 6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically  developed body; and an effective conclusion.  7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and  ideas. | -Note taking  -Outlining | -Writing and Grammar Textbook  -Step Up To Writing handbook  -Foldables/ graphic organizers  -Discovery Education media | Strand II: Writing and Speaking for Expression  IIB: Apply grammatical and language conventions to communicate |  |

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| **Writing 3rd Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Writing*** |  |  |  |  |  |
|  | 1. Use correct and varied sentence types and sentence openings.  2. Identify and use parallelism to present ideas in a series.  3. Juxtapose items for emphasis.  4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.  5. Evaluate the use of dialects in standard and non-standard English.  6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically  developed body; and an effective conclusion.  7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and  ideas. | -Poetry Writing  -Essay format | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units | Strand II: Writing and Speaking for Expression  IIB: Apply grammatical and language conventions to communicate |  |
|  | 1. Describe the significance of the subject to the author.  2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details,  inconsistencies).  3. Create written arguments to persuade by:  a. establishing context;  b. creating a persona;  c. developing interest;  d. developing a controlling idea that makes a clear and knowledgeable judgment;  e. arranging details, reasons, and examples effectively; and  f. anticipating and addressing reader/listener concerns. | -Persuasive Writing | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Literary passages (speeches, short stories, newspapers, etc.) | Strand II: Writing and Speaking for Expression  II-C: Demonstrate competence in the skills and strategies of the writing process |  |
|  | 1. Identify conflict, rising action, and resolution of conflict in a literary work.  2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence  structure, line length, punctuation, rhythm, repetition, and rhyme.  3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.  4. Identify the defining characteristics of classic literature and themes. | -Poetry Writing  -Poetic Elements | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Poetic passages | Strand III: Literature and Media  III-B:Identify ideas and make connections among literary works |  |

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| **Writing 4th Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Writing*** |  |  |  |  |  |
|  | 1. Create a research product in both written and presentation form by:  a. determining purpose, audience, and context;  b. choosing a relevant topic;  c. selecting a presentation format (e.g., video, essay, interactive technology);  d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization;  e. researching and organizing information to achieve purpose using notes and memory aides to structure information;  f. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources;  g. citing sources used; and  h. employing graphics, charts, diagrams, and graphs to enhance communication.  2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. | -Research process  -Research paper (persuasive) | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Library  -NMSU Online Database / Library | Strand I: Reading and Listening for Comprehension  IC: Apply critical thinking skills to analyze information |  |
|  | 1. Describe the significance of the subject to the author.  2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details,  inconsistencies).  3. Create written arguments to persuade by:  a. establishing context;  b. creating a persona;  c. developing interest;  d. developing a controlling idea that makes a clear and knowledgeable judgment;  e. arranging details, reasons, and examples effectively; and  f. anticipating and addressing reader/listener concerns. | -Persuasive Writing | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Literary passages (speeches, short stories, newspapers, etc.) | Strand II: Writing and Speaking for Expression  II-C: Demonstrate competence in the skills and strategies of the writing process |  |

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| **Reading 1st Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Reading*** |  |  |  |  |  |
|  | 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying  assumptions of a variety of texts and media.  2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.  3. Recognize when information presented in a text is new knowledge and describe how it can be used.  4. Use the various parts of a text to locate specific information (index, table of contents, glossary)  5. Identify the topic sentence in a reading selection.  6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and  structures of those works to understand main elements, perspective, and style. | -Inference  -Reading Strategies | -Step Up to Writing  -Literature Textbook  -Short Stories  -Newspaper articles  -Internet  -Teacher Created Units | Strand I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.  ID: Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Identify conflict, rising action, and resolution of conflict in a literary work.  3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective.  4. Identify the defining characteristics of classic literature and themes. | -Literary Elements  -Elements of a Short Story  -Summarizing  -Inference | -Step Up to Writing  -Literature Textbook  -Short Stories  -Internet  -Teacher Created Units | Strand III: Literature and Media  III-B: Identify ideas and make connections among literary works |  |

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| **Reading 2nd Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Reading*** |  |  |  |  |  |
|  | 1. Create a research product in both written and presentation form by:  a. determining purpose, audience, and context;  b. choosing a relevant topic;  c. selecting a presentation format (e.g., video, essay, interactive technology);  d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization;  e. researching and organizing information to achieve purpose using notes and memory aides to structure information;  f. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources;  g. citing sources used; and  h. employing graphics, charts, diagrams, and graphs to enhance communication.  2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. | -Research Non-Fiction | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Library | Strand I: Reading and Listening for Comprehension  IC: Apply critical thinking skills to analyze information |  |
|  | 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying  assumptions of a variety of texts and media.  2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.  3. Recognize when information presented in a text is new knowledge and describe how it can be used.  4. Use the various parts of a text to locate specific information (index, table of contents, glossary)  5. Identify the topic sentence in a reading selection.  6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and  structures of those works to understand main elements, perspective, and style. | -Theme  -Analysis of Text | -Step Up to Writing  -Literature Textbook  -Short Stories  -Novels  -Newspaper articles  -Internet  -Teacher Created Units | Strand I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.  ID: Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Demonstrate familiarity with selected:  a. classic literature;  b. mythology;  c. classic fiction and non-fiction; and  d. drama.  2. Use literature and media to reflect on learning experiences by:  a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues;  b. appraising learning as change in perspective; and  c. evaluating personal circumstances and background that shape interaction with literature and media.  3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. | -Non-fiction  -Classical Literature  -Drama | -Step Up to Writing  -Literature Textbook  -Non-Fiction literary passages  -Novels  -Dramas/ Plays  -Internet  -Teacher Created Units | Strand III: Literature and Media  III-A: Use language, literature, and media to understand various social and cultural perspectives |  |

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| **Reading 3rd Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Reading*** |  |  |  |  |  |
|  | 1. Create a research product in both written and presentation form by:  a. determining purpose, audience, and context;  b. choosing a relevant topic;  c. selecting a presentation format (e.g., video, essay, interactive technology);  d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization;  e. researching and organizing information to achieve purpose using notes and memory aides to structure information;  f. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources;  g. citing sources used; and  h. employing graphics, charts, diagrams, and graphs to enhance communication.  2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes. | -Analyzing Different Sources | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Library | Strand I: Reading and Listening for Comprehension  IC: Apply critical thinking skills to analyze information |  |
|  | 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying  assumptions of a variety of texts and media.  2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues.  3. Recognize when information presented in a text is new knowledge and describe how it can be used.  6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and  structures of those works to understand main elements, perspective, and style. | -Analyzing Sources | -Step Up to Writing handbook  -Writing and Grammar Textbook  -Internet  -Discovery Education  -Teacher Created Units  -Library | Strand I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.  ID: Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence  structure, line length, punctuation, rhythm, repetition, and rhyme.  3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author’s meaning and perspective. | -Non-fiction  -Classical Literature  -Drama | -Step Up to Writing  -Literature Textbook  -Non-Fiction literary passages  -Dramas/ Plays  -Internet  -Teacher Created Units | Strand III: Literature and Media  III-B:Identify ideas and make connections among literary works |  |

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| **Reading 4th Nine Weeks-8th Grade** | | | | | |
|  | PERFORMANCE  STANDARDS | METHOD | RESOURCE | STANDARD & BENCHMARK | PRIORITY |
| ***Reading*** |  |  |  |  |  |
|  | 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying  assumptions of a variety of texts and media.  3. Recognize when information presented in a text is new knowledge and describe how it can be used.  4. Use the various parts of a text to locate specific information (index, table of contents, glossary)  5. Identify the topic sentence in a reading selection.  6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and  structures of those works to understand main elements, perspective, and style. | -Research Paper (reading material to support research paper)  -Novel Unit | -Step Up to Writing  -Writing and Grammar Textbook  -Internet  -Teacher Created Units  -Library | Strand I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.  ID: Demonstrate competence in the skills and strategies of the reading process. |  |
|  | 1. Demonstrate familiarity with selected:  a. classic literature;  b. mythology;  c. classic fiction and non-fiction; and  d. drama.  2. Use literature and media to reflect on learning experiences by:  a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues;  b. appraising learning as change in perspective; and  c. evaluating personal circumstances and background that shape interaction with literature and media.  3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. | -Classical Fiction  -Novel Unit | -Step Up to Writing  -Literature Textbook  -Novels  -Literary Passages  -Internet  -Teacher Created Units | Strand III: Literature and Media  III-A: Use language, literature, and media to understand various social and cultural perspectives |  |