



Our Savior Christian Academy

Curriculum Framework for: **Language Arts**

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ **PHILOSOPHY** ✠

God reveals Himself through language. The study of language enables us to gain knowledge, explore ideas, and communicate effectively. It is an integrated study of literature, reading, writing, listening, and speaking. Through the study of language we

Our Savior Christian Academy

Broad Goals

Our Savior Christian Academy's Language Arts goals include:

Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world and social exchanges. High reading, writing, speaking, and listening.

Above grade level in the areas of reading, writing, speaking, and listening across the curriculum, and meaningful contributions to society.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
 - Fascinating and significant Language Art experiences through multi-sensory activities
 - Applying Language Arts to other core areas of learning
 - Adapting other subjects to add valuable perspectives to the Language Arts curriculum.
 - Teaching on an individual basis with the knowledge that children acquire an understanding of Language Arts in an uneven way.
 - Continuous assessment for analysis and planning in Language Arts.
- of the children's existing knowledge and strategies.
- and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

Reading

1 Develop and apply skills and strategies to the reading process-Integrating faith by reading and memorizing scripture.		
	Grade 6	Grade 7
C	* Apply decoding strategies to “problem-solve” unknown words when reading when needed Curriculum: Model sounding out word and using context clues Introduce possibly difficult words before reading	* Apply decoding strategies to “problem-solve” unknown words when reading when needed L.7.4.a-d R1E.7.b-c 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). Curriculum: Model sounding out word and using context clues Introduce possibly difficult words before reading
Phonics		
DOK	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6
1 Develop and apply skills and strategies to the reading process		
	Grade 6	Grade 7
D	* Read grade-level instructional text RL.6.10 R1D.6.a-b 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. RI.6.10 R1D.6.a-b By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	* Read grade-level RL.7.10 R1D.7.a-b 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. instructional text RI.7.10 R1D.7.a-b By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Fluency	a. with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text Curriculum: model correct reading through pauses, change in tone, and fluency.	a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text Curriculum: While reading age appropriate material, model correct reading through pauses, change in tone, and fluency.
DOK	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5
E	Develop vocabulary through text, using RL.6.4 R1E.6.a-c 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. RI.6.4 R1E.6.a-c Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. L.6.4.a-d R1E.6.b 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. L.6.4.a-d R1E.6.a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). L.6.4.a-d R1E.6.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. L.6.4.a-d R1E.6.b-c 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). L.6.6 W2D.6.a-b 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.	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus RL.7.4 R1E.7.a-c 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. RI.7.4 R1E.7.a-c Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. L.7.4.a-d R1E.7.b 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. L.7.4.a-d R1E.7.a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). L.7.4.a-d R1E.7.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. L.7.5.a-c R1E.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.6 R1E.7.a-c 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. W.7.7 ICTL3A.7.a-b Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Vocabulary	Curriculum: Have students create a list of words they do not know before reading; look up in glossary/dictionary Discuss word meanings by identifying root words and affixes Identify words that are new to students. Give each student a card with word. Student identifies root words, affixe, synon/anton for their word. Create a chart of synonyms/antonyms of missing words Have words of the day that students look up using glossary, dictionary, and thesaurus	Curriculum: Have students create a list of words they do not know before reading; look up in glossary/dictionary Discuss word meanings by identifying root words and affixes Identify words that are new to students. Give each student a card with word. Student identifies root words, affixe, synon/anton for their word. Create a chart of synonyms/antonyms of missing words Have words of the day that students look up using glossary, dictionary, and thesaurus
DOK	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

F	<p>* Apply pre-reading strategies to aid comprehension: W.6.8 ICTL1A.6.a-d</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading</p> <p>Curriculum: Ask, answer, discuss questions such as, “What in the title tells me what the story might be about.” “What do you think will happen, why?” “What do you want to learn from the story?” Relate back to reader Model turning the title into a question to answer</p>	<p>* Apply pre-reading strategies to aid comprehension: W.7.8 ICTL2B.7.a-b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.7 ICTL2B.7.a-b 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>a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading</p> <p>Curriculum: Ask, answer, discuss questions such as, “What in the title tells me what the story might be about.” “What do you think will happen, why?” “What do you want to learn from the story?” Relate back to reader Model turning the title into a question to answer</p>
DOK	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
1 Develop and apply skills and strategies to the reading process		
	Grade 6	Grade 7
G	<p>* During reading, utilize strategies to</p> <p>a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize Curriculum:</p> <ul style="list-style-type: none"> ▪ model turning chapter titles into questions ▪ student create list of unknown words before reading; add meaning after reading ▪ encourage students to ask 5W questions before reading. Add answers as they find them ▪ students draw a picture to show an event of the story ▪ students retell the story to their classmates ▪ students write a “blurb” about story; imagining it is for the book cover 	<p>* During reading, utilize strategies to</p> <p>a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize Curriculum:</p> <ul style="list-style-type: none"> ▪ model turning chapter titles into questions ▪ student create list of unknown words before reading; add meaning after reading ▪ encourage students to ask 5W questions before reading. Add answers as they find them ▪ students draw a picture to show an event of the story ▪ students retell the story to their classmates ▪ students write a “blurb” about story; imagining it is for the book cover
DOK	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

H	<p>Apply post-reading skills to demonstrate comprehension of text: RL.6.1 R1H.6.a-c,f-I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 R1H.6.b 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. RL.6.2 R1H.6.i 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. RL.6.10 R1H.6.a 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. RI.6.1 R1H.6.a-c,f-I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 R1H.6.b Determine a 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. RI.6.2 R1H.6.i Determine a 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. RI.6.10 R1H.6.a By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.6.8 R1H.6.h Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. SL.6.1.a-d RIH.6.b,f,h Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing development over the course of the text; provide an objective summary of the text.</p> <p>a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize Curriculum:</p> <ul style="list-style-type: none"> ▪ answer 5W questions from reading ▪ create questions for classmates to answer ▪ complete graphic organizer to connect main ideas and details ▪ rewrite ending to predict a new outcome ▪ write journal entries about story 	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <p>a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details W.7.8 ICTL5B.7 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.1.a-e ICTL1A.7.d Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. RL.7.1 R1H.7.a-c,f-I Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 R1H.7.b Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.2 R1H.7.i 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. RI.7.10 R1H.7.a 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. I.7.2 R1H.7.b Determine two or more central ideas in a text and analyze their RI.7.2 R1H.7.i Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.10 R1H.7.a By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.1 R1H.7.a-c,f-I 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>c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize Curriculum:</p> <ul style="list-style-type: none"> ▪ answer 5W questions from reading ▪ create questions for classmates to answer ▪ complete graphic organizer to connect main ideas and details ▪ rewrite ending to predict a new outcome ▪ write journal entries about story
DOK	3	3
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

1 Develop and apply skills and strategies to the reading process

	Grade 6	Grade 7
I	<p>Compare, contrast and analyze connections: RL.6.9 R1I.6.a 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. RI.6.9 R3C.6.g Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). : RL.6.7 R1I.6.a Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RI.6.9 R1I.6.a Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Complete graphic organizer to compare texts • write a paragraph explaining a connection they have made 	<p>Compare, contrast and analyze connections RL.7.7 R1I.7.a Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9 R1I.7.c Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RI.7.7 R1I.7.a Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.9 R1I.7.a Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI.7.9 R3C.7.g,I Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)</p>
DOK	3	3
ST	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5	CA2, 3, 7, 1.5, 1.6, 1.9, 3.5

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times – integrate faith by using a Biblical time line, scripture to analyze various genres and daily , Bible devotional study.

	Grade 6	Grade 7
A	<p>Use grade level text to</p> <p>a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama</p> <p>RL.6.5 R2A.6.b Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Curriculum: identify and discuss title, pictures before reading</p> <ul style="list-style-type: none"> • have students “teach” a fiction story, work of poetry or drama 	<p>Use grade level text to RL.7.5 R2A.7.b Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • identify and discuss title, pictures before reading • have students “teach” a fiction story, work of poetry or drama
DOK	2	2
ST	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B	<p>Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing RL.6.4 R2B.6.a-d 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. L.6.5.a-b R2B.6.d/R3B.6.d Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5.a-b R2B.6.d/R3B.6.d Interpret figures of speech (e.g., personification) in context. RI.6.4 R3B.6.a-d Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>a. onomatopoeia , alliteration, idiom, analyze literary techniques previously introduced</p> <p>Curriculum: Create a mobile with an example of above, Divide class into groups; each group reports on a different aspect from above.</p>	<p>Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing</p> <p>a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • Create a mobile with an example of above • Divide class into groups; each group reports on a different aspect from above.
DOK	2	2
ST	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times		
	Grade 6	Grade 7
C	<p>Use details from text to RL.6.3 R2C.6.b 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. RL.6.3 R2C.6.c 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. RL.6.5 R2C.6.b-c Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.7.1 R2C.7.a-h Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 R2C.7.a Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 R2C.7.a-c Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6 R2C.7.d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.7.1 R3C.7.a-i Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ol style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence of setting on characters and plot d. explain cause and effect e. identify point of view f. identify author's viewpoint/perspective g. identify the problem- solving processes of characters h. explain the effectiveness of solutions *i. make inferences <p>Curriculum</p> <ul style="list-style-type: none"> • students use sticky notes to record answers to why questions, suggest solutions to the character's problem during reading • create panel pictures to identify plot & sub plot, mood, flashback, theme and types of conflict • write a friendly letter in journal to tell a friend about the story they read evaluate the problem solving and effectiveness of solutions • use graphic organizers for compare/contrast; cause/effect • in journal entries, identify narrator, characters, author's purpose 	<p>Use details from text to RI.7.1 R3C.7.h,k Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.1 R2C.7.a-h Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 R2C.7.a Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 R2C.7.a-c Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6 R2C.7.d Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RI.7.1 R3C.7.a-i Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ol style="list-style-type: none"> a. demonstrate comprehension skills previously introduced b. identify plot and sub-plot, mood, flashback, theme and types of conflict c. analyze cause and effect d. identify and explain point of view e. identify and explain author's viewpoint/perspective f. evaluate the problem-solving processes of characters g. evaluate the effectiveness of solutions *h. make inferences <p>Curriculum</p> <ul style="list-style-type: none"> • students use sticky notes to record answers to why questions, suggest solutions to the character's problem during reading • create panel pictures to identify plot & sub plot, mood, flashback, theme and types of conflict • write a friendly letter in journal to tell a friend about the story they read evaluate the problem solving and effectiveness of solutions • use graphic organizers for compare/contrast; cause/effect • in journal entries, identify narrator, characters, author's purpose
Literary Elements		
DOK	3	3
ST	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		
	Grade 6	Grade 7
A Text Features	<ul style="list-style-type: none"> • Identify and explain text features in biography and autobiography • Analyze text features to clarify meaning, emphasizing newspapers and magazines RI.6.5 R3A.6.a-b Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <p>Curriculum</p> <ul style="list-style-type: none"> • given a text, students take turns being “teacher” and explain one of the above elements • given a photocopy of a text, label the above elements • using a grade-level text, use sticky notes to label the above elements 	<p>Explain and analyze text features to clarify meaning, emphasizing consumer texts</p> <p>Curriculum</p> <ul style="list-style-type: none"> • given a text, students take turns being “teacher” and explain one of the above elements • given a photocopy of a text, label the above elements • using a grade-level text, use sticky notes to label the above elements
DOK	2	2
ST	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	<p>Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing</p> <p>a. Onomatopoeia, alliteration, idiom, analyze literary techniques previously introduced Curriculum</p> <ul style="list-style-type: none"> • Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...) • given a text, students take turns being “teacher” and give examples to each of the above elements • given a photocopy of a text, label the above elements Review 	<p>Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing RL.7.4 R2B.7.a-d</p> <p>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 RI.7.4 R3B.7.a-d Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>a. Hyperbole, imagery, propaganda, analyze literary techniques previously introduced Curriculum</p> <ul style="list-style-type: none"> • Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...) • given a text, students take turns being “teacher” and give examples to each of the above elements • given a photocopy of a text, label the above elements Review
DOK	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

3Develop and apply skills & strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures & times		
	Grade 6	Grade 7
C Text Structures	<p>Use details from text to demonstrate comprehension skills previously introduced, paraphrase author's stated ideas, make predictions RI.6.6 R3C.6.a,i Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.8 R3C.6.e Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <ul style="list-style-type: none"> • make inferences, evaluate the accuracy of the information, sequence events • compare and contrast • identify point of view • determine and/or compare authors' viewpoints • identify and explain cause and effect • identify problem solving processes and explain the effectiveness of solutions • analyze two or more texts Curriculum: journal entries & graphic organizers 	<p>Use details from text to demonstrate comprehension skills previously introduced, summarize author's ideas, make predictions RL.6.1 R2C.6.a-I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.10 R3C.6.a-I 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. RI.7.8 R3C.7.e Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. W.7.1.a-e ICTL1A.7.d Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. RI.7.6 R3C.7.a Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.6 R3C.7.i Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <ul style="list-style-type: none"> • make inferences, evaluate the accuracy of the information, sequence events • compare and contrast • identify and explain point of view • determine and/or compare authors' viewpoints • identify and explain cause and effect • identify problem solving processes and explain the effectiveness of solutions • analyze two or more texts <p>Curriculum: journal entries & graphic organizers</p>
DOK	3	3
ST	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade 6	Grade 7
D	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to complete a complex task
Understanding Directions	Curriculum <ul style="list-style-type: none"> • complete a craft • follow a simple recipe • hide an object in the classroom; write directions for another classmate to follow 	Curriculum <ul style="list-style-type: none"> • complete a craft • follow a simple recipe • hide an object in the classroom; write directions for another classmate to follow
DOK	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

RL.6.2 R1H.6.i 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.	[R2C.7.b] [Use details from text to b. identify plot and subplot, mood, flashback, theme, and types of conflicts.]
RL.6.5 [R2C.8.b] Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	[R2C.8.b] [Use details from text to b. identify and explain flashback, mood, and theme]
RL.6.5 [R2C.8.b] Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	[R2C.EI.c] Use details from text(s) to c. analyze the development of a theme across genres]

RL.6.4 R2B.6.a-d 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.	[R3C.8.j] [Use details from text to i. analyze word choice and connotation]
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	[R2C.7.d] [Use details from text to: d. identify and explain point of view]
L.6.3.a-b Maintain consistency in style and tone*	[R2C.EII.d] Use details from text(s) to d. identify and analyze tone]
RL.6.9 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.	[R2C.EI.c] [Use details from text to c. analyze the development of a theme across genres]
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	

Reading

<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>[R3C.8.j] [Use details from text to i. analyze word choice and connotation]</p>
<p>RL.7.2 R2C.7.a 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>[R2C.8.b] [Use details from text to a. identify and explain flashback, mood and theme]</p>
<p>RL.7.4 R2B.7.a-d 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>[R2B.EI.c] [Identify and explain literary techniques in text emphasizing c. repeated sound, line or phrase]</p> <p>[R3C.8.j] [Use details from text to j. analyze word choice and connotation]</p>
<p>RL.7.6 [R2C.8.c] Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>[R2C.8.c] [Use details from text to c. analyze point of view]</p>
<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>[R2C.EI.b-c] [Use details from text(s) to b. analyze character, plot, setting, point of view c. analyze the development of theme across genres]</p>
<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>[R3C.8.j] [Use details from text to analyze word choice and connotation]</p> <p>[R2C.EII.d] [Use details from text(s) to a. identify and analyze tone]</p>

Writing

1 Apply a writing process in composing text- integrate faith by using what is learned through religious instruction in the writing process.		
	Grade 6	Grade 7
A	<p>Follow a writing process to W.6.10 W1A.6.a-e Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L.6.1.a-e W1A.6.d Recognize variation from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* SL.6.5 ICTL5C.6.b Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. W.6.5 W1A.6.a-e With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> use appropriate pre-writing strategies generate a draft reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing <p>Curriculum</p> <ul style="list-style-type: none"> given a picture prompt to begin a writing piece show examples of writings; look for audience, purpose, organization, etc. listed above with a partner, read stories aloud and suggest ways to improve read story aloud to our class and/or other classrooms 	<p>Follow a writing process to L.7.1.a-c W2C.7.d Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. W.7.6 W1A.7.a-e 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. W.7.5 W1A.7.a-e 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. W.7.10 W1A.7.a-e Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.7.6 ICTL1B.7 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> <ol style="list-style-type: none"> use appropriate prewriting strategies as needed generate a draft reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) edit for conventions (refer to W2E) share writing <p>Curriculum</p> <ul style="list-style-type: none"> given a picture prompt to begin a writing piece show examples of writings; look for audience, purpose, organization, etc. listed above with a partner, read stories aloud and suggest ways to improve read story aloud to our class and/or other classrooms
DOK	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2
2 Compose well-developed text		
	Grade 6	Grade 7
A	<p>Compose text W.6.2.a-f W2A.6.a-b 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 W.6.10 W2A.6.a-b Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.1.a-e W2A.6.a-b Introduce claims(s) and organize the reasons and evidence clearly. W.6.1.a-e W2A.6.a-b Establish and maintain a formal style. W.6.1.a-e ICTL1A.6.d Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.4 W2A.6.a-b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.3.a-e W2C.6.a-b Engage and orient the reader by establishing a context and introducing a narrator and/or character, organize an event sequence that unfolds naturally and logically.</p> <ol style="list-style-type: none"> showing awareness of audience choosing a form appropriate to topic and specific audience Curriculum given examples, identify the audience , given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing, brainstorm and then choose format 	<p>Compose text W.7.1.a-e W2A.7.b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.a-e W2A.7.a-b Establish and maintain a formal style. W.7.3.a-e W2A.7.a-b 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. W.7.10 W2A.7.a-b Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.7.4 W2A.7.a-b Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.6 ICTL5C.7.a-b 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> <ol style="list-style-type: none"> showing awareness of audience choosing a form appropriate to topic and specific audience <p>Curriculum given examples, identify the audience , given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing, brainstorm and then choose format</p>
DOK	3	3
ST	CA 4, 2.1	CA 4, 2.1

Writing

B	Ideas and Content	<p>Compose text with W.6.2.a-f W2B.6.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 W.6.1.a-e W2B.6.a-b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W2B.6.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>a. strong controlling idea b. relevant, specific details</p> <p>Curriculum</p> <ul style="list-style-type: none"> given examples, identify the controlling idea, details exchange their writing for peer review to identify controlling ideas, details, etc. 	<p>Compose text with W.6.1.a-e W2B.6.a-b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.7.1.a-e W2B.7.a-b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.a-e W2B.7.a-b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.8 ICTL1A.7.a-d Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.2.a-f W2B.7.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. W.7.2.a-f W2B.7.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>a. strong, controlling idea b. relevant, specific details</p> <p>Curriculum</p> <ul style="list-style-type: none"> given examples, identify the controlling idea, details exchange their writing for peer review to identify controlling ideas, details, etc.
	DOK	3	3
ST	CA 4, 2.1	CA 4, 2.1	
C	Organization and Sentence Structure	<p>Compose text with L.6.3.a-b W2C.6.d Vary sentence patterns for meaning, reader/listener interest, and style* W.6.1.a-e W2C.6.a-b Introduce claims(s) and organize the reasons and evidence clearly. W.6.1.a-e W2C.6.a Provide a concluding statement or section that follows from the argument presented. W.6.3.a-e W2C.6.a-b Engage and orient the reader by establishing a context and introducing a narrator and/or character, organize an event sequence that unfolds naturally and logically.</p> <p>a. a clear, beginning, middle, and end b. a logical sequence of events c. appropriate paragraphing d. a variety of sentence structures, including simple and compound</p> <p>Curriculum</p> <ul style="list-style-type: none"> Given a research topic, students develop an informative paper to be presented to class. 	<p>Compose text with W.6.2.a-f W2A.6.a-b 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 W.7.1.a-e W2C.7.a-b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.a-e W2C.7.a Provide a concluding statement or section that follows from and supports the argument presented. W.7.1.a-e W2C.7.e Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. L.7.1.a-c W2C.7.e Explain the function of phrases and clauses in general and their function in specific sentences. W.7.2.a-f W2C.7.a-b 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. W.7.2.a-f W2C.7.a Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.3.a-e W2A.7.a-b 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. W.7.2.a-f W2C.7.e Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.10 W3A.7.a-c Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W2C.7.a Provide a conclusion that follows from and reflects on the narrated experiences or events. W2C.7.e Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>a. an effective beginning, middle, and end b. a logical order c. appropriate paragraphing d. a variety of sentence structures, including complex sentences e. cohesive devices, especially transitions Curriculum</p> <ul style="list-style-type: none"> Given a research topic, students develop an informative paper to be presented to class.
	DOK	3	3
ST	CA 4, 2.1	CA 4, 2.1	

Writing

		Grade 6	Grade 7
D		Compose text using precise and vivid language & writing techniques, such as figurative language, sensory detail and purposeful dialogue L.6.6 W2D.6.a-b 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. W2D.6.a-b Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.3.a-e W2D.6.a-b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. W.6.3.a-e W2C.6.a Provide a conclusion that follows from the narrated experiences or events. Curriculum	Compose text using precise and vivid language & writing techniques, such as figurative language, sensory detail and purposeful dialogue Curriculum
Word Choice		<ul style="list-style-type: none"> Describe an object, as detailed as possible, for other students to draw review classmates' work to identify their word choices Create a play using sensory detail and purposeful dialogue 	<ul style="list-style-type: none"> Describe an object, as detailed as possible, for other students to draw review classmates' work to identify their word choices Create a play using sensory detail and purposeful dialogue
DOK		3	3
ST		CA 4, 2.1	CA 4, 2.1
F		In written text L.6.2.a-b W2E.6.e Spell correctly.	In written text L.7.2.a-b W2E.7.d Spell correctly.
Conventions		<ul style="list-style-type: none"> a. capitalize proper adjectives, appropriate words in dialogue with assistance b. use comma in compound sentences c. use apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance d. punctuate prepositional phrases and appositives correctly e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling *f. write legibly Curriculum correctly complete sentences using conventions identify conventions in example sentences weekly spelling tests handwriting practice & complete work in grammar textbook 	<ul style="list-style-type: none"> a. capitalize within dialogue b. use commas and quotation marks in dialogue, and semi-colon in compound sentences c. use correct agreement of pronoun and antecedent, and consistent verb tense d. use standard spelling, classroom resources, including dictionary, to edit for correct spelling *e. write legibly Curriculum correctly complete sentences using conventions identify conventions in example sentences weekly spelling tests handwriting practice complete work in grammar textbook
DOK		1	1
ST		CA 1, 2.2	CA 1, 2.2
3 Write effectively in various forms and types of writing			
		Grade 6	Grade 7
A		Compose a variety of texts, including a summary (narrative or informational) using narrative, descriptive, expository, and/or persuasive features W.6.2.a-f W3A.6.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 W.6.10 W3A.6.a-b Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.1.a-e W3A.6.a Write arguments to support claims with clear reasons and relevant evidence. W.6.9.a-b W3A.6.a-b Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.3.a-e W3A.6.a Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.9.a-b W3A.7.a Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10 W3A.7.a-c Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Curriculum : given a prompt, write in journal, shown examples of types of writing listed to review/find characteristics of, write a thank you to classroom visitors, given scenario, write note, list, invitation, Create a summary of books in class,	Compose a variety of texts, including a summary (narrative or informational) using narrative, descriptive, expository, and/or persuasive features
Forms/Types/Modes of Writing		<ul style="list-style-type: none"> given a prompt, write in journal shown examples of types of writing listed to review/find characteristics of write a thank you to classroom visitors given scenario, write note, list, invitation Create a summary of books in class 	<ul style="list-style-type: none"> given a prompt, write in journal shown examples of types of writing listed to review/find characteristics of write a thank you to classroom visitors given scenario, write note, list, invitation Create a summary of books in class
DOK		3	3
ST		CA 4, 1.8, 2.1	CA 4, 1.8, 2.1

Writing

L.6.2.a-b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.6.2.a-b Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements)*	
W.6.1.a-e Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	[W2C.7.e] [Compose text with e. cohesive devices, especially transitions]
L.6.1.a-e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1.a-e Ensure that pronouns are in the proper case (subjective, objective, possessive).	[W2E.8.c] [In written text b. use correct pronoun case]
L.6.1.a-e Use intensive pronouns (e.g., <i>myself, ourselves</i>).	
L.6.1.a-e Recognize and correct inappropriate shifts in pronoun number and person.*	
L.6.1.a-e Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	[W2E.7.c] [In written text c. use correct agreement of pronoun and antecedent...]
SL.6.1.a-d 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.	
Use appropriate transitions to clarify the relationships among ideas and concepts.	[W2C.7.e] [Compose text with e. cohesive devices, especially transitions]
W.6.3.a-e Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	[W2C.7.e] [Compose text with e. cohesive devices, especially transitions]

Listening and Speaking

1 Develop and apply effective listening skills and strategies -integrate faith by encouraging students to pray aloud & share their faith walk.

		GRADE 6	GRADE 7
A Purpose for Listening	<p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication <p>Curriculum</p> <ul style="list-style-type: none"> • listen to stories read aloud • listen to movies/web-sites with sound • compare verbal examples to identify tone, mood, emotion 	<p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques 	
	<p>ST CA 5, 6 1.5, 1.6, 1.10</p> <p>FR II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8</p>	<p>ST CA 5, 6 1.5, 1.6, 1.10</p> <p>FR II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8</p>	
B Listening Behavior	<p>Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion) SL.6.1.a-d LS1B.6 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed SL.6.1.a-d LS1B.6 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Curriculum praise students when listening behaviors are on-task</p>	<p>Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion) SL.7.1.a-d LS1B.7 Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	
	<p>ST CA 5, 6 1.5</p> <p>FR II 5b, III 1c, IV 1e, 5-8</p>	<p>ST CA 5, 6 1.5</p> <p>FR II 5b, III 1c, IV 1e, 5-8</p>	

2 Develop and apply effective speaking skills and strategies for various audiences and purposes

		GRADE 6	GRADE 7
A Discussion and Presentation	<p>In discussions and presentations, SL.6.4 LS2A.5 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> <ul style="list-style-type: none"> • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact 	<p>In discussions and presentations, use SL.7.2 LS2A.7 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.4 LS2A.5 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>W.7.10 LS2A.5 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.4 LS2A.6 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> <ul style="list-style-type: none"> • designated time constraints , media, organized notes 	
	<p>ST CA 1, 6 2.1, 2.3, 4.6</p> <p>FR II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8</p>	<p>ST CA 1, 6 2.1, 2.3, 4.6</p> <p>FR II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8</p>	
B Giving Directions	<p>Give clear and concise multi-step oral directions to complete a complex task</p> <p>Curriculum</p> <ul style="list-style-type: none"> • design a craft or recipe for others to follow 	<p>Give clear and concise multi-step oral directions to complete a complex task</p> <p>Curriculum</p> <ul style="list-style-type: none"> • design a craft or recipe for others to follow 	
	<p>ST CA 1, 6 2.1, 2.3</p> <p>FR II 6d, IV 1d, 5-8</p>	<p>ST CA 1, 6 2.1, 2.3</p> <p>FR II 6d, IV 1d, 5-8</p>	

Listening and Speaking

SL.7.1.a-d 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.
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.
b. 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.
c. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information - integrate faith by using pre-approved Christian resources including the internet and books.		
	GRADE 6	GRADE 7
A	Develop questions and statements of purpose to guide research Curriculum <ul style="list-style-type: none"> • allow students to choose a topic for research. Use journal and/or graphic organizer to record info. • research topics related to subject topics (animals, authors, etc.) 	Develop a research plan, with assistance, to guide investigation and research of focus questions
Research Plan		
ST	CA 2, 3 1.1, 1.4	CA 2, 3 1.1, 1.4, 4.5
FR	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8
B	Locate and use multiple resources to W.6.8 ICTL5B.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. <ul style="list-style-type: none"> • acquire information • answer questions • support purpose Curriculum given specific web-sites, or subjects to research, students locate information	Locate and use multiple resources to <ul style="list-style-type: none"> • acquire relevant information • evaluate reliability of information • fulfill research plan RI.7.8 ICTL4C.7.a Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Acquire Information		
ST	CA 2, 3 1.2, 1.4, 1.7	CA 2, 3 1.2, 1.4, 1.7
FR	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C	Record relevant information using a variety of note-taking and organizational strategies W.6.6 ICTL5C.6.b-c 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. Curriculum <ul style="list-style-type: none"> • Use graphic organizers, journals to share information 	Record relevant information using a variety of note-taking and organizational strategies W.7.7 ICTL3A.7.a-b Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Record Information		
ST	CA 2, 3, 4, 1.2, 1.8, 2.1	CA 2, 3, 4, 1.2, 1.8, 2.1
FR	I 3d, 5-8	I 3d, 5-8

Information Literacy – UNDER REVISION

Sources Consulted	D	<p>Define “plagiarism” and document research sources W.6.8 ICTL6B.6.b-c</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.8 ICTL4C.6.a</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.7.8 ICTL4C.7.a Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.8 ICTL4C.7.b-c Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SL.7.4 ICTL5C.7.b 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>Curriculum</p> <ul style="list-style-type: none"> • When sharing information, able to share where they found it • List sources in papers 	Document research sources using a given citation format
	ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media

		GRADE 6	GRADE 7
Media Messages	A	<p>Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) RI.6.7 ICTL4A.6 Integrate information presented in different media or format (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Given examples of posters and/or print ads and radio ads, students will identify what the designer is selling or promoting. • Students will create their own poster, connected to their persuasive text. 	<p>Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) RI.6.7 ICTL4A.6 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RI.7.7 ICTL4A.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RI.7.7 ICTL4A.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). W.7.7 ICTL4D.7.a-c Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
	ST	CA 5 1.5, 1.7, 2.7	CA 5 1.5, 1.7, 2.7
FR	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	

Information Literacy – UNDER REVISION

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	[R3C.8.j] Use details from text to j. analyze word choice and connotation]
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
SL.6.6 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.)	
L.7.5.a-c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	[R3C.8.j] [Use details from text to j. analyze word choice and connotation]
L.7.5.a-c Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	[R2/3B.EII.d] [Identify and explain literary techniques in text emphasizing b. analogy]
L.7.5.a-c Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	[R2/3B.EII.c] [Identify and explain literary techniques in text emphasizing c. allusion]
L.7.2.a-b Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	
L.7.1.a-c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	