



## **Alignment to the Common Core State Standards Initiative**

College and Career Readiness Anchor Standards and  
English Language Arts Standards for Reading

- Reading: Literature
- Reading: Informational Text
- Literacy in History/Social Studies
- Literacy in Science and Technical Subjects

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## Introduction

The Reading Edge Middle Grades 2nd Edition is a comprehensive literacy program that arms students with the skills and strategies they need to read, understand, and learn from a wide variety of complex, content-area texts. The Reading Edge provides instruction that is appropriate for middle school students reading at every level, from advanced to beginning readers.

Using powerful, research-proven instruction along with unique strategies for formative assessment and flexible grouping, the Reading Edge allows teachers to deliver instruction at exactly the instructional level each student needs to make rapid progress to advanced levels of performance.

The Reading Edge Middle Grades 2nd Edition lessons use the Cycle of Effective Instruction and cooperative learning to promote student learning and success.

Each eight-day cycle of instruction follows this plan:

### Lessons 1–4 (reading instruction and practice)

- Active Instruction: reading skill instruction and modeling
- Teamwork: partner reading and team discussion
- Time for Reflection: class discussion and recognition of team achievement

### Lesson 5 (writing project)

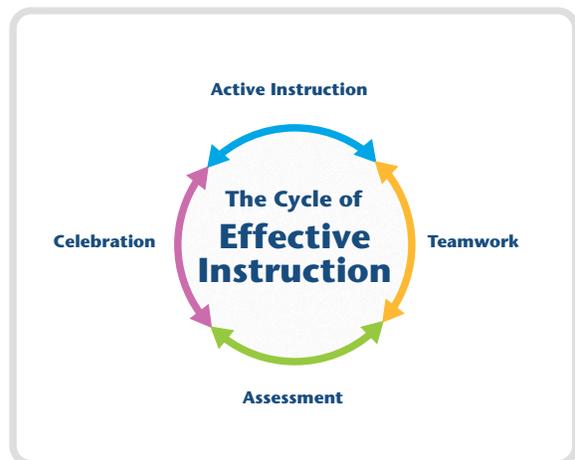
- Active Instruction: presentation of writing prompt and scoring guide
- Teamwork: independent writing and partner feedback
- Time for Reflection: class discussion
- Lesson 6 (cycle test)
- Test
- Teamwork: team discussion
- Time for Reflection: class discussion

### Lesson 7 (self-selected reading)

- Independent self-selected reading
- 1-1 Conferences (feedback on student work during the cycle)
- Team discussion
- Time for Reflection: class discussion

### Lesson 8 (celebration and goal setting)

- Critical analysis of self-selected reading
- Team discussion
- Time for Reflection: review progress, celebrate, set goals



As an endorsing partner of the Common Core State Standards Initiative, the Success for All Foundation wishes to provide comprehensive documentation of how our Reading Edge Middle Grades 2nd Edition curriculum aligns to the reading standards. The Common Core State Standards outline core conceptual understandings that are necessary for success in real-world settings such as college and careers.

Much like the Reading Edge Middle Grades 2nd Edition, the standards are researched and evidence based. In addition, the standards are aligned with college and work expectations, they are rigorous, and they are internationally benchmarked. Each standard was meticulously chosen as it related to college and career readiness. The standards also emphasize the importance of both literary and nonfiction texts in an English language arts curriculum and literacy in history/social studies, science, and technical subjects as does the Reading Edge Middle Grades 2nd Edition curriculum.

The standards for reading provide ten anchor standards based on key ideas and details (1–3), craft and structure (4–6), integration of knowledge and ideas (7–9), and range of reading and level of text complexity (10) that are the same across four concentrations: literature, informational text, history/social studies, and science and technical subjects. The standards that appear below the anchor standards in each of these sections differ for different grade levels and subjects.

The standards for writing provide ten anchor standards based on text types and purposes (1–3), production and distribution of writing (4–6), research to build and present knowledge (7–9), and range of writing (10).

The standards for speaking and listening provide six anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4–6).

The standards for language provide six anchor standards based on conventions of standard English (1 and 2), knowledge of language (3), and vocabulary acquisition and use (4–6).

The standards call for students to continually improve upon the skills they have already learned and to use those skills at greater complexity. They call for students to be critical readers of all materials, to engage with the stories and texts, and to utilize their background knowledge and what they read to build their understanding of not only what they read, but also the world that they live in. This alignment shows that SFAF's the Reading Edge Middle Grades 2nd Edition program aligns with these goals and the reading standards as outlined by the Common Core State Standards Initiative.

This document is organized as follows:

- Section I:** Provides narrative detail of how and where the anchor standards for reading are addressed in the Reading Edge Middle Grades 2nd Edition curriculum for all grade levels
- Section II:** Provides lesson titles that address the reading: literature standards by grade level
- Section III:** Provides lesson titles that address the reading: informational text standards by grade level
- Section IV:** Provides narrative detail of how and where the anchor standards for writing are addressed in the Reading Edge Middle Grades 2nd Edition curriculum for all grade levels
- Section V:** Provides lesson titles that address the writing standards by grade level
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- Section XII:** Provides lesson titles that address the writing standards by grade level

For more information on the Common Core State Standards Initiative, please visit [www.corestandards.org](http://www.corestandards.org).

## **Text Complexity and Leveling Texts**

The Common Core State Standards Initiative specifies that text complexity increases throughout the years of school and that students should develop their reading skills and be able to apply those skills to more complex texts. The standards describe a three-part model for measuring text complexity: qualitative, quantitative, and reader and task consideration. SFAF uses a similar approach, taking into consideration the same qualities when determining in which level a particular text should be placed to achieve the most accurate placement.

Qualitative assessments of text require informed decision making. The qualitative measures given in appendix A of the standards are: levels of meaning (literary text) or purpose (informational text), structure, language conventionality and clarity, and knowledge demands. The SFAF development team assesses texts using these same categories to develop a qualitative estimate of where the book should be placed. This assessment is helpful, especially when there are variations in quantitative assessments of texts.

There are various quantitative leveling systems that can be used to help with placement of texts. They use various methods to determine a text's level, mostly based on word and sentence length. Since each system differs, the methods often arrive at different determinations of level. Thus, it is important to take into account multiple quantitative measures when leveling texts. SFAF development teams use quantitative measures from Lexile scores, Flesch-Kincaid, Accelerated Reader, and Scholastic to determine a text's level.

Finally, the standards recommend investigating reader and task considerations. When reviewing texts and their levels, we take into account their content in addition to which skill and which level of skill use the reader will need. For example, if all the quantitative measures place a text at the early sixth-grade level, but the targeted skill for the lesson is sophisticated, such as comparing and contrasting the themes across several short stories, then that text may be placed toward the end of the sixth-grade curriculum.

The use of these three leveling methods, as described by the standards and as employed by SFAF, ensures that texts are placed at an appropriate developmental level for students and at an appropriate instructional level for their abilities.

## **Text Exemplars**

A list of text exemplars exists in appendix B of the standards. The Reading Edge Middle Grades 2nd Edition does not include all these texts. These lists are a resource for educators to choose texts from, based on their students' needs, to ensure that the selected texts fall within particular grade bands as described in the three-pronged criteria above. The text exemplars should provide examples of the types of texts that can be included in each band for student reading and for reading aloud.

Because SFAF employs the same system as the standards for leveling texts, the trade books we have chosen for the Reading Edge Middle Grades 2nd Edition curriculum fit within the framework of the text exemplars.

## Section I: Alignment to the College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Reading Edge Middle Grades 2nd Edition curriculum focuses students' attention on the criteria for a quality response that shows evidence of learning. To be acceptable, a student's oral or written response must explain the student's reasoning and cite supporting evidence from the text. Specific parts of the daily lesson plans in the eight-day cycle that call for students to draw conclusions and cite supporting evidence include:

- **Team Talk questions:** Student teams discuss answers to specific questions about the text. They explain the thinking behind their answers and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence.
- **Team Talk written answer:** Students independently write responses to a question about the text. Anticipated responses call for students to use appropriate academic language and format and to support their answers and explain their thinking.
- **Homework:** Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions, and support their conclusions with evidence.
- **Team and Class Discussions:** Students process their comprehension by discussing their strategy use and their answers to the written Team Talk question and by connecting other ideas from the text.
- **Writing project (lesson 5):** This activity is based on the students' in-class reading and requires them to write in response to a prompt, support their responses, and explain their reasoning.
- **Student test (lesson 6):** Students read new text and individually answer questions that require them to draw conclusions and provide supporting evidence to meet the criteria for a quality response.
- **Team Discussion of self-selected reading (lesson 7):** Students discuss the answers to specific questions about their reading and support their answers with evidence from the text.
- **Team Discussion of self-selected reading (lesson 8):** Students prepare and present evaluations of their self-selected reading and support their critical analyses with evidence from the text.

**Related targeted skills:** clarify vocabulary [CV], draw conclusions [DC], support an answer [SA], and identify author's intent or purpose [AP]

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Throughout the Reading Edge, students analyze expository text, identify the relationships among ideas (text structure), make notes on the author's main points and supporting information, summarize, and draw conclusions about the author's choices and intent. When reading fiction, students analyze the development of story elements, such as the setting, the plot, and characterization, in addition to figurative language and tone to draw conclusions about the theme. Specific parts of the daily lesson plans that call for students to analyze the development of the central idea or theme and to summarize include:

- **Partner Reading:** Student partners take turns reading aloud and restating the main ideas or events in the text in their own words. They create graphic organizers that are appropriate to the structure of the text, make notes on key words, main ideas, and supporting details, and note their thoughts and questions as they read.
- **Team Talk questions:** Student teams discuss answers to specific questions about the text. They explain the thinking behind their answers and support their answers with evidence from the text. Team members agree or disagree and present supporting evidence.
- **Team Talk written answer:** Students independently write responses to a question about the text. Anticipated responses call for students to use appropriate academic language and format and to support their answers and explain their thinking.
- **Homework:** Students read from self-selected reading daily and write answers to questions that require them to analyze the text, summarize, draw conclusions, and support their conclusions with evidence.
- **Team and Class Discussions:** Students process their comprehension by discussing their strategy use and the answers to their written Team Talk question and by connecting other ideas from the text.
- **Writing project (lesson 5):** This activity is based on the students' in-class reading and requires them to write responses to a prompt, support their responses, and explain their reasoning.
- **Student test (lesson 6):** Students read new text and individually answer questions that require them to draw conclusions and provide supporting evidence to meet the criteria for a quality response.
- **Team Discussion of self-selected reading (lesson 7):** Students discuss the answers to specific questions about their reading and support their answers with evidence from the text.
- **Team Discussion of self-selected reading (lesson 8):** Students prepare and present evaluations of their self-selected reading and support their critical analyses with evidence from the text.

**Related targeted skills:** identify main idea [MI], analyze relationships (ideas, story elements, text structures) [RE], and identify author's intent or purpose [AP]

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Relationships between ideas, characters, and events in complex text can be subtle and can require close reading and analysis. Instruction in the Reading Edge Middle Grades 2nd Edition focuses on using the core reading strategies of clarifying, questioning, predicting, and summarizing to comprehend and analyze complex text. Specific parts of the daily lesson plans that call for students to identify and describe relationships between ideas, people, and events and to draw conclusions about the author's approach and message include:

- **Partner Reading:** Students identify the main ideas and events and the supporting details. They discuss and note sequential, causal, and compare-and-contrast relationships.
- **Team Talk:** Students discuss answers to specific questions about the interactions and relationships of ideas, individuals, and events in the text.
- **Team Talk written answer:** Students independently write responses to a question that requires them to identify relationships in the text.
- **Homework:** Students read from self-selected reading daily and write answers to questions that require them to analyze relationships in the text.

**Related targeted skills:** analyze relationships (ideas, story elements, text structures) [RE], analyze arguments [AA], and analyze author's craft [AC]

## Craft and Structure

**Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The Reading Edge Middle Grades 2nd Edition provides explicit instruction in the use of clarifying strategies to interpret the meanings of words in context. As students encounter new words in their daily reading, they explore them in a word power journal, noting their meanings, the strategies they used to figure out the word, and any related words, word histories, and connotations. Teams discuss new words added to their word power journals and share what they have learned about a word during class discussion. During each cycle, a homework assignment requires students to find a word from their word power journal that is used in another context. Specific lessons focus on multiple meanings, connotations, Latin and Greek roots, figurative language, idioms, and the relationship between word choice and tone.

**Related targeted skills:** clarify vocabulary [CV], identify author's intent or purpose [AP], analyze author's craft [AC], and identify main idea [MI]

**Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Specific lessons in the Reading Edge Middle Grades 2nd Edition focus on how to recognize the structure of a text using clues such as text features and signal words. Because text structure reflects the relationship of ideas and the author's purpose, recognizing it helps to improve students' comprehension of complex text. Students learn to preview a text, predict its structure, and choose a graphic organizer appropriate to that structure to make notes. Using a graphic organizer that visually reflects the text structure helps students to identify the important information and the relationship of ideas.

Specific parts of the daily lesson plans that call for students to relate sentences or passages to the whole text include:

- Partner Reading: Students identify specific sentences or passages that support the author's main idea or argument or in narrative text, that indicate development of the character and plot.
- Team Talk: Students discuss answers to specific questions that require them to cite textual evidence and explain how it relates to the author's intent.
- Team Talk written answer: Students independently write responses to a question that requires them to explain the relationship of a sentence or passage to the author's intent.

**Related targeted skills:** analyze relationships (ideas, text structures) [RE], analyze arguments [AA], and identify main idea [MI]

**Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.

In the Reading Edge Middle Grades 2nd Edition lessons, students read a wide variety of texts, including nonfiction, poetry, speeches, primary-source documents, government reports, essays, dramas, biographies, and stories. Specific lessons focus on how elements of style, such as the author's or character's word choice, affect meaning and tone. Students analyze word choice to reveal an author's or a character's point of view and intent. Specific lessons also provide instruction and practice in comparing points of view, analyzing arguments, and identifying fallacies.

**Related targeted skills:** identify author's intent or purpose [AP], analyze relationships (ideas, text structures) [RE], analyze author's craft [AC], and analyze arguments [AA]

## Integration of Knowledge and Ideas

**Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

In the Reading Edge Middle Grades 2nd Edition lessons, students read and draw conclusions based on information in photos, data tables, diagrams, timelines, maps, illustrations, video clips, and podcasts. The presentation of selected video clips at the beginning of lessons builds background for the students on reading and discussion topics and introduces content-area vocabulary.

**Related targeted skills:** draw conclusions [DC] and clarify vocabulary [CV]

**Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Specific lessons in the Reading Edge provide instruction and practice in analyzing arguments, identifying points and support, evaluating evidence, and uncovering fallacies.

Throughout the Reading Edge Middle Grades 2nd Edition curriculum, students practice explaining their reasoning and evaluating the reasoning of their team members. In partner and team discussions, students challenge statements that are not supported by evidence. Both oral and written responses must meet the criteria for a quality response—it answers the question, uses appropriate academic language and format, and explains the student’s thinking.

**Related targeted skills:** analyze arguments [AA], draw conclusions [DC], and support an answer [SA]

**Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The student readings in each unit of the Reading Edge Middle Grades 2nd Edition curriculum are centered on a topic or theme. For example, in a unit about the topic of war and conflict, students read and compare accounts of war practices of the past and present, draw conclusions from military data graphs and charts, and relate general information about war to the specific topic of World War II and its impact on the country of Denmark.

**Related targeted skills:** analyze relationships (ideas, story elements, text structures) [RE], draw conclusions [DC], and identify author’s intent or purpose [AP]

### Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

In the Reading Edge Middle Grades 2nd Edition, students are grouped for reading by instructional reading level. Placement is fluid based on multiple measures of student achievement. After the initial grouping, students are reassessed quarterly to determine their current level of performance. As soon as students are ready, they are moved to the next level. This structure allows for both differentiated, targeted instruction and rapid acceleration. Most students do not need to spend an entire year at any one level, but they do need to fill in missing instruction and practice weak skills to move on to grade-level reading and beyond as soon as possible. This approach motivates students to achieve by making them aware of their gains and what they still need to learn to succeed.

#### On Grade Level or Above

**Levels 6–8:** Students read a variety of texts, including primary sources, informational texts in science, history, and social sciences, essays, poetry, speeches, short stories, and novels. These readings are typical of the text encountered in content-area classes. Students receive explicit instruction in the metacognitive strategies they need for critical reading of these texts and structured practice in vocabulary building and writing clearly in response to reading.

#### Below Grade Level

**Levels 4 and 5** (grades 4 and 5 reading levels): These lessons use expository texts, short stories, novels, poetry, and biographies to help students become more strategic readers and respond to text effectively using the writing process. The focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), on building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause-and-effect and problem-and-solution relationships, drawing conclusions, and analyzing story elements and the author’s craft.

#### Significantly Below Grade Level

**Levels 2 and 3** (grades 2 and 3 reading levels): These lessons use simple expository text, fiction, and reader’s theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

**Section II: Alignment to English Language Arts  
Standards for Reading: Literature**

<b>Grade 6</b>
<b>Key Ideas and Details</b>
<b>Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<p>Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:</p> <ul style="list-style-type: none"> <li>• <b>Unit 4—Word Choice:</b> <i>Skeleton Man</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 4, Unit 3—Use Questioning:</b> <i>The Whipping Boy</i></li> <li>• <b>Level 5, Unit 5—Make Connections:</b> <i>Love That Dog</i></li> <li>• <b>Level 5, Unit 6—Author’s Message:</b> <i>Seedfolks</i></li> </ul>
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<p>A primary focus of the following lessons is determining the theme or central idea and how it is conveyed and providing a summary free from personal opinion or judgment:</p> <ul style="list-style-type: none"> <li>• <b>Unit 8—Analyze Story Elements:</b> <i>Missing May</i></li> <li>• <b>Unit 10—Compare and Contrast:</b> <i>Baseball in April</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 4, Unit 5—Analyze Story Elements:</b> <i>Journey to Jo’burg</i></li> <li>• <b>Level 4, Unit 6—Compare and Contrast:</b> <i>Aesop’s Fables</i></li> </ul>
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<p>A primary focus of the following lessons is analyzing how the plot unfolds and how the characters respond or change as the plot moves toward resolution:</p> <ul style="list-style-type: none"> <li>• <b>Unit 8—Analyze Story Elements:</b> <i>Missing May</i></li> <li>• <b>Unit 10—Compare and Contrast:</b> <i>Baseball in April</i></li> <li>• <b>Unit 11—Reading a Play:</b> <i>The Miracle Worker</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 4, Unit 3—Use Questioning:</b> <i>The Whipping Boy</i></li> <li>• <b>Level 5, Unit 4—Analyze Story Elements:</b> <i>On My Honor</i></li> </ul>

<b>Craft and Structure</b>
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone: <ul style="list-style-type: none"> <li>• <b>Unit 4—Word Choice:</b> <i>Skeleton Man</i></li> </ul> For students reading on other grade levels: <ul style="list-style-type: none"> <li>• <b>Level 5, Unit 5—Make Connections:</b> <i>Love That Dog</i></li> </ul>
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.6.5. 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.
A primary focus of the following lessons is analyzing how the structure of sentences, chapters, scenes, or stanzas fits the overall structure of a text and contributes to the development of the theme, setting, or plot: <ul style="list-style-type: none"> <li>• <b>Unit 4—Word Choice:</b> <i>Skeleton Man</i></li> <li>• <b>Unit 8—Analyze Story Elements:</b> <i>Missing May</i></li> <li>• <b>Unit 11—Reading a Play:</b> <i>The Miracle Worker</i></li> </ul> For students reading on other grade levels: <ul style="list-style-type: none"> <li>• <b>Level 4, Unit 5—Analyze Story Elements:</b> <i>Journey to Jo'burg</i></li> <li>• <b>Level 5, Unit 4—Analyze Story Elements:</b> <i>On My Honor</i></li> <li>• <b>Level 5, Unit 6—Author's Message:</b> <i>Seedfolks</i></li> </ul>
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
A primary focus of the following lessons for students reading on other grade levels is explaining how the author develops the point of view of the narrator: <ul style="list-style-type: none"> <li>• <b>Unit 6—Author's Message:</b> <i>Seedfolks</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.6.7. 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 text to what they perceive when they listen or watch.
A primary focus of the following lessons is comparing and contrasting the experience of reading a text to listening to or viewing an audio or visual version of the text: <ul style="list-style-type: none"> <li>• <b>Unit 11—Reading a Play:</b> <i>The Miracle Worker</i></li> </ul>

**Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.6.8. (Not applicable to literature)

**Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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.

A primary focus of the following lesson is comparing and contrasting texts of different forms and genres in terms of their approaches to theme and similar topics:

- **Unit 10—Compare and Contrast:** *Baseball in April*

### Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Following is a list of literary texts read by students in levels 6 and 6 Honors:

**Fiction:** *Skeleton Man; Missing May; Baseball in April; The Tiger Rising* (Honors)

**Drama:** *The Miracle Worker*

**Poetry:** *Rimshots: Basketball Pix, Rolls, and Rhythms* (Honors)

For students reading on other grade levels:

**Fiction: Level 4:** *The Whipping Boy; Journey to Jo'burg; Aesop's Fables*

**Level 5:** *On My Honor; Seedfolks*

**Poetry: Level 5:** *Love That Dog*

## Grade 7

### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:

- **Unit 4—Analyze Plot and Theme:** *Indigo*
- **Unit 7—Word Choice:** *Neighborhood Odes*
- **Unit 9—Point of View:** *New Found Land*

For students reading on other grade levels:

- **Level 6H, Unit 4—Analyze Story Elements:** *The Tiger Rising*

<p><b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>
<p>A primary focus of the following lessons is determining the theme or central idea and how it is developed over the course of the text and providing an objective summary of the text:</p> <ul style="list-style-type: none"> <li>• <b>Unit 4—Analyze Plot and Theme:</b> <i>Indigo</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 6H, Unit 4—Analyze Story Elements:</b> <i>The Tiger Rising</i></li> </ul>
<p><b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>A primary focus of the following lessons is analyzing how the elements of a story or drama interact:</p> <ul style="list-style-type: none"> <li>• <b>Unit 4—Analyze Plot and Theme:</b> <i>Indigo</i></li> <li>• <b>Unit 9—Point of View:</b> <i>New Found Land</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 6H, Unit 4—Analyze Story Elements:</b> <i>The Tiger Rising</i></li> </ul>
<p><b>Craft and Structure</b></p>
<p><b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<p>A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing the impact of rhymes and repetitions of sounds on a specific verse, stanza, or section of text:</p> <ul style="list-style-type: none"> <li>• <b>Unit 7—Word Choice:</b> <i>Neighborhood Odes</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 6H, Unit 5—Author’s Choices:</b> <i>Rimshots: Basketball Pix, Rolls, and Rhythms</i></li> </ul>
<p><b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>
<p>A primary focus of the following lesson for students reading on other grade levels is analyzing how the structure of a drama or poem contributes to its meaning:</p> <ul style="list-style-type: none"> <li>• <b>Level 6H, Unit 5—Author’s Choices:</b> <i>Rimshots: Basketball Pix, Rolls, and Rhythms</i></li> </ul>

<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
A primary focus of the following lesson is explaining how the author develops and contrasts the points of view of different characters or the narrator: <ul style="list-style-type: none"> <li>• <b>Unit 9—Point of View:</b> <i>New Found Land</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.7.7. 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).
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.7.8. (Not applicable to literature)
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
A primary focus of the following lesson is comparing and contrasting a fictional portrayal of a time, place, or character to a historical account of the same period to understand how authors of fiction use or alter history: <ul style="list-style-type: none"> <li>• <b>Level 7H, Unit 5—Analyze Plot and Theme:</b> <i>Soldier's Heart</i></li> </ul>
<b>Range of Reading and Level of Text Complexity</b>
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.
RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Following is a list of literary texts read by students in levels 7 and 7 Honors: <ul style="list-style-type: none"> <li><b>Fiction:</b> <i>Indigo</i>; <i>New Found Land</i>; <i>Soldier's Heart</i> (Honors)</li> <li><b>Drama:</b> <i>Novio Boy</i> (Honors)</li> <li><b>Poetry:</b> <i>Neighborhood Odes</i></li> </ul>

## Grade 8

### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from literary text is a primary focus of instruction and assessment in the following lessons:

- **Unit 9—Compare and Contrast:** *Throwing Shadows*
- **Unit 12—Analyze Characters and Theme:** *The House on Mango Street*

For students reading on other grade levels:

- **Level 7H, Unit 2—Reading a Play:** *Novio Boy*
- **Level 7H, Unit 5—Analyze Plot and Theme:** *Soldier's Heart*

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

A primary focus of the following lessons is determining the theme or central idea and how it develops over the course of the text, including its relationship to the characters, setting, and plot, and providing an objective summary of the text:

- **Unit 3—Use Questioning:** *A Long Walk to Water*
- **Unit 9—Compare and Contrast:** *Throwing Shadows*

For students reading on other grade levels:

- **Level 7H, Unit 5—Analyze Plot and Theme:** *Soldier's Heart*

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

A primary focus of the following lessons is analyzing how particular lines of dialogue or incidents in the text propel the action, reveal aspects of a character, or provoke a decision:

- **Unit 3—Use Questioning:** *A Long Walk to Water*
- **Unit 9—Compare and Contrast:** *Throwing Shadows*
- **Unit 12—Analyze Characters and Theme:** *The House on Mango Street*

For students reading on other grade levels:

- **Level 7H, Unit 2—Reading a Play:** *Novio Boy*
- **Level 7H, Unit 5—Analyze Plot and Theme:** *Soldier's Heart*

<b>Craft and Structure</b>
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative) and analyzing how word choice affects meaning and tone (including analogies or allusions): <ul style="list-style-type: none"> <li>• <b>Unit 3—Use Questioning:</b> <i>A Long Walk to Water</i></li> <li>• <b>Unit 12—Analyze Characters and Theme:</b> <i>The House on Mango Street</i></li> </ul>
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
A primary focus of the following lesson for students reading on other grade levels is comparing and contrasting the structures of two or more texts to analyze how the differences in structure contribute to meaning and style: <ul style="list-style-type: none"> <li>• <b>Honors Unit 2—Reading a Play:</b> <i>Novio Boy</i></li> </ul>
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
A primary focus of the following lesson is analyzing how differences in the points of view of the characters and the audience create certain effects such as suspense or humor: <ul style="list-style-type: none"> <li>• <b>Unit 12—Analyze Characters and Theme:</b> <i>The House on Mango Street</i></li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RL.8.8. (Not applicable to literature)
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

## Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Following is a list of literary texts read by students in levels 8 and 8 Honors:

**Fiction:** *A Long Walk to Water*; *Throwing Shadows*; *The House on Mango Street*; *The Prince and the Pauper* (Honors)

**Poetry:** *Great Tales and Poems of Edgar Allan Poe* (Honors)

## Section III: Alignment to English Language Arts Standards for Reading: Informational Text

### Grade 6

#### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from the text is a primary focus of instruction and assessment in the following lessons:

- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*
- **Unit 9—Use Multiple Sources:** “Early Explorers”
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story* / “The Great Migration”

For students reading on other grade levels:

- **Level 4, Unit 4—Make Predictions:** “Power Up!”

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.6.2. 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.

A primary focus of the following lessons is determining a central idea and how it is conveyed and providing a summary free from personal opinion or judgment:

- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*
- **Unit 9—Use Multiple Sources:** “Early Explorers”
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story* / “The Great Migration”

For students reading on other grade levels:

- **Level 4, Unit 2—Identify Main Ideas:** “How Did They Build That?”

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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).

A primary focus of the following lessons is analyzing how a key individual, event, or idea is introduced, illustrated, and elaborated in a text:

- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*

For students reading on other grade levels:

- **Level 5, Unit 2—Use Questioning:** *In the Deep* / “Night Life”
- **Level 5, Unit 3—Identify Central Ideas:** *How Plants Survive* / *Wildfires*

## Craft and Structure

**Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

A primary focus of the following lessons is clarifying the meanings of words and phrases, including their figurative, connotative, and technical meanings:

- **Unit 1—Clarify Words and Ideas:** “Where Are You Going? Why People Move”
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 9—Use Multiple Sources:** “Early Explorers”
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Honors Unit 6—Make Connections:** *India: The People*

For students reading on other grade levels:

- **Level 5, Unit 1—Clarify Words and Ideas:** *Sahara* / *Race to the South Pole*

**Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.6.5. 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.

A primary focus of the following lessons is analyzing how the structure of sentences, paragraphs, chapters, or sections of the text fits the overall structure and contributes to the development of ideas:

- **Unit 2—Identify Central Ideas:** *The Body In Motion/The Heart: Our Circulatory System*
- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

**Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

A primary focus of the following lessons is determining the author’s point of view or purpose and explaining how it is conveyed:

- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story/“The Great Migration”*

For students reading on other grade levels:

- **Level 5, Unit 3—Identify Central Ideas:** *How Plants Survive/Wildfires*
- **Level 7, Unit 3—Use Questioning:** *Navajo Code Talkers*

### Integration of Knowledge and Ideas

**Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

A primary focus of the following lessons is integrating information presented in different media or formats and in words to develop a coherent understanding of the topic:

- **Unit 1—Clarify Words and Ideas:** “Where Are You Going? Why People Move”
- **Unit 2—Identify Central Ideas:** *The Body In Motion/The Heart: Our Circulatory System*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*
- **Honors Unit 6—Make Connections:** *India: The People*

For students reading on other grade levels:

- **Level 4, Unit 4—Make Predictions:** “Power Up!”
- **Level 5, Unit 1—Clarify Words and Ideas:** *Sahara/Race to the South Pole*
- **Level 5, Unit 2—Use Questioning:** *In the Deep/“Night Life”*

<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.6.8. 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.
A primary focus of the following lesson is tracing and evaluating the argument and claims in a text and distinguishing claims that are supported by reason from claims that are not: <ul style="list-style-type: none"> <li>• <b>Unit 3—Use Questioning:</b> <i>Gorilla Doctors</i></li> </ul>
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.6.9. 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).
A primary focus of the following lessons is comparing and contrasting the author’s presentation of events with that of another: <ul style="list-style-type: none"> <li>• <b>Unit 6—Interpret Information:</b> <i>Hurricanes/Real World Data: Graphing Natural Disasters</i></li> <li>• <b>Honors Unit 3—Reading a Primary Source:</b> <i>Leon’s Story/“The Great Migration”</i></li> </ul>
<b>Range of Reading and Level of Text Complexity</b>
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.
RI.6.10. 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.
Following is a list of informational texts read by students in levels 6 and 6 Honors: <p><b>Informational:</b> “Where Are You Going? Why People Move”; <i>The Body In Motion/The Heart: Our Circulatory System</i>; <i>Gorilla Doctors</i>; <i>The Brain: Our Nervous System</i>; <i>Hurricanes/Real World Data: Graphing Natural Disasters</i>; <i>Only the Names Remain: The Cherokee and the Trail of Tears</i>; “Staying Healthy: It’s a Science” (Honors); <i>The Frog Scientist</i> (Honors); <i>India: The People</i> (Honors)</p> <p><b>Literary Nonfiction:</b> “Early Explorers”; <i>King George: What Was His Problem?</i>; <i>Leon’s Story/“The Great Migration”</i> (Honors)</p> <p>For students reading on other grade levels:</p> <p><b>Informational: Level 4:</b> “The Skin You’re In”; “How Did They Build That?”; “Power Up!”  <b>Level 5:</b> <i>In the Deep/“Night Life”</i>; <i>How Plants Survive/Wildfires</i></p> <p><b>Literary Nonfiction: Level 5:</b> <i>Sahara/Race to the South Pole</i></p>

## Grade 7

### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from the text is a primary focus of instruction and assessment in the following lessons:

- **Unit 1—Clarify Words and Ideas:** “Piracy”/*Treasure Island*
- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”
- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*
- **Unit 11—Connect Causes and Effects:** “23 Little-Known Events that Changed America”
- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”
- **Honors Unit 3—Make Connections:** *The Dust Bowl*

For students reading on other grade levels:

- **Level 6H, Unit 6—Make Connections:** *India: The People*

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.7.2. 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.

A primary focus of the following lessons is determining the central ideas in a text, analyzing their development over the course of the text, and providing an objective summary:

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”
- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Honors Unit 3—Make Connections:** *The Dust Bowl*

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

A primary focus of the following lessons is analyzing the interactions between individuals, events, and ideas in a text:

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 3—Use Questioning:** *Navajo Code Talkers*

## Craft and Structure

**Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

A primary focus of the following lessons is clarifying the meanings of words and phrases, including their figurative, connotative, and technical meanings, and analyzing the impact of word choice on meaning and tone:

- **Unit 1—Clarify Words and Ideas:** “Piracy”/ *Treasure Island*
- **Unit 8—Clarify Words in Science:** “On Ice”
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”

**Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

A primary focus of the following lessons is analyzing how the author uses structure to organize the text and how major sections contribute to the whole text and the development of ideas:

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”
- **Unit 11—Connect Causes and Effects:** “23 Little-Known Events that Changed America”

**Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.

RI.7.6. 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.

A primary focus of the following lesson is determining an author’s point of view or purpose and analyzing how the author distinguishes his or her position from others:

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*

## Integration of Knowledge and Ideas

**Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.7.7. 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).

A primary focus of the following lessons is comparing and contrasting a text to an audio, video, or multimedia version of the text and analyzing each medium’s portrayal of the subject:

- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”
- **Unit 8—Clarify Words in Science:** “On Ice”
- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”
- **Honors Unit 3—Make Connections:** *The Dust Bowl*
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

**Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.7.8. 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.

A primary focus of the following lesson is tracing and evaluating the argument and claims in a text and assessing whether the reasoning is sound and the evidence relevant and sufficient:

- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*

**Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.7.9. 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.

A primary focus of the following lessons is analyzing how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or interpretations of facts:

- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Unit 8—Clarify Words in Science:** “On Ice”
- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

### Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

RI.7.10. 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.

Following is a list of informational texts read by students in levels 7 and 7 Honors:

**Informational:** “Piracy”/*Treasure Island*; *Mars/One Thing Leads to Another*; “Machines: Can You Live Without Them?”; “On Ice”; *Science Ethics and Controversies*; “So You Think You Know Africa?”; “Oil Spill” (Honors); *Amusement Park Science* (Honors); “Deadly Diseases” (Honors)

**Literary Nonfiction:** *Navajo Code Talkers*; *Invasion: The Story of D-Day*; “23 Little-Known Events that Changed America”; *The Dust Bowl* (Honors)

## Grade 8

### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Drawing conclusions and supporting them with evidence from a literary text is a primary focus of instruction and assessment in the following lessons:

- **Unit 1—Clarify Words and Ideas:** “The Magic of Language”
- **Unit 4—Create a Summary:** *The Witchcraft of Salem Village*
- **Unit 6—Quality of Evidence:** “History’s Lies”
- **Unit 7—Problem and Solution:** “Science and the City”
- **Unit 8—Author’s Intent:** *The Smart Aleck’s Guide to American History*
- **Unit 10—Causes and Effects:** *The Johnstown Flood*

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

A primary focus of the following lessons is determining a central idea and how it develops over the course of the text, including its relationship to supporting ideas, and providing an objective summary:

- **Unit 2—Make Connections:** “Rage or Reason: When Scientists Feud”
- **Unit 4—Create a Summary:** *The Witchcraft of Salem Village*
- **Unit 6—Quality of Evidence:** “History’s Lies”
- **Unit 7—Problem and Solution:** “Science and the City”

For students reading on other grade levels:

- **Level 7H, Unit 6—Author’s Purpose:** “Deadly Diseases”

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

A primary focus of the following lessons is analyzing how a text makes connections among and distinctions between individuals, ideas, or events:

- **Unit 2—Make Connections:** “Rage or Reason: When Scientists Feud”
- **Unit 10—Causes and Effects:** *The Johnstown Flood*

For students reading on other grade levels:

- **Level 7H, Unit 3—Make Connections:** *The Dust Bowl*

<b>Craft and Structure</b>
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<p>A primary focus of the following lessons is clarifying the meanings of words and phrases (including figurative, connotative, and technical meanings) and analyzing how word choice affects meaning and tone (including analogies or allusions):</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarify Words and Ideas:</b> “The Magic of Language”</li> <li>• <b>Unit 11—Analyze Arguments:</b> “Great Speeches”</li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 7H, Unit 1—Clarify Complex Text:</b> “Oil Spill”</li> </ul>
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<p>A primary focus of the following lessons is analyzing the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarify Words and Ideas:</b> “The Magic of Language”</li> <li>• <b>Unit 7—Problem and Solution:</b> “Science and the City”</li> <li>• <b>Unit 10—Causes and Effects:</b> <i>The Johnstown Flood</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 7H, Unit 6—Author’s Purpose:</b> “Deadly Diseases”</li> </ul>
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.
RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<p>A primary focus of the following lessons is determining an author’s point of view or purpose and analyzing how the author acknowledges and responds to conflicting evidence or viewpoints:</p> <ul style="list-style-type: none"> <li>• <b>Unit 2—Make Connections:</b> “Rage or Reason: When Scientists Feud”</li> <li>• <b>Unit 6—Quality of Evidence:</b> “History’s Lies”</li> <li>• <b>Unit 8—Author’s Intent:</b> <i>The Smart Aleck’s Guide to American History</i></li> <li>• <b>Unit 11—Analyze Arguments:</b> “Great Speeches”</li> </ul>
<b>Integration of Knowledge and Ideas</b>
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<p>A primary focus of the following lessons is evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarify Words and Ideas:</b> “The Magic of Language”</li> <li>• <b>Unit 5—Interpret Information:</b> <i>Real World Data: Graphing War and Conflict/“World War II and Denmark”</i></li> </ul>

<p><b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>
<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p>A primary focus of the following lesson is delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognizing when irrelevant evidence is introduced:</p> <ul style="list-style-type: none"> <li>• <b>Unit 2—Make Connections:</b> “Rage or Reason: When Scientists Feud”</li> <li>• <b>Unit 11—Analyze Arguments:</b> “Great Speeches”</li> </ul>
<p><b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>A primary focus of the following lessons is analyzing a case in which two or more texts provide conflicting information on the same topic and identifying where the texts disagree on matters of fact or interpretation:</p> <ul style="list-style-type: none"> <li>• <b>Unit 5—Interpret Information:</b> <i>Real World Data: Graphing War and Conflict/“World War II and Denmark”</i></li> <li>• <b>Unit 10—Causes and Effects:</b> <i>The Johnstown Flood</i></li> </ul>
<p><b>Range of Reading and Level of Text Complexity</b></p>
<p><b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>
<p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>
<p>Following is a list of informational texts read by students in levels 8 and 8 Honors:</p> <p><b>Informational:</b> “The Magic of Language”; “Rage or Reason: When Scientists Feud”; <i>Real World Data: Graphing War and Conflict/“World War II and Denmark”</i>; “History’s Lies”; “Science and the City”; <i>The Johnstown Flood</i>; <i>This I Believe</i> (Honors); <i>Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion</i> (Honors); <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> (Honors)</p> <p><b>Literary Nonfiction:</b> <i>The Witchcraft of Salem Village</i>; <i>The Smart Aleck’s Guide to American History</i>; “Great Speeches”; <i>A History of Us: War, Peace, and All that Jazz</i> (Honors)</p>

## Section IV: Alignment to the College and Career Readiness Anchor Standards for Writing

### Grades 6–8

#### Text Types and Purposes

**Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different purposes that require them to analyze the topic or information in the text and support their reasoning. For example:

- **Team Talk:** When composing all answers for Team Talk questions, students follow a rubric that requires them to include supporting evidence or examples from the text and to make connections between the evidence and the answer to receive full credit.
- **Writing project (lesson 5):** Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response. All guides require students to support their responses with evidence from the text.
- **Student test (lesson 6):** Similar to Team Talk, the answers to the test questions require students to follow rubrics that call for supporting details or evidence from the text to receive full credit. Students will also answer another writing prompt, similar in theme to the writing project in lesson 5, following the same guidelines as before.

**Related targeted skills:** support an answer [SA]

**Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different purposes that require them to analyze the topic or information in the text and support their reasoning. For example:

- **Team Talk:** When composing all answers for Team Talk questions, students follow a rubric that requires them to include supporting evidence or examples from the text and to make connections between the evidence and the answer to receive full credit.
- **Writing project (lesson 5):** Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response. All guides require students to support their responses with evidence from the text.
- **Student test (lesson 6):** Similar to Team Talk, the answers to the test questions require students to follow rubrics that call for supporting details or evidence from the text to receive full credit. Students will also answer another writing prompt, similar in theme to the writing project in lesson 5, following the same guidelines as before.

**Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different purposes that require them to analyze the topic or information in the text and support their reasoning. For example:

- **Team Talk:** When composing all answers for Team Talk questions, students follow a rubric that requires them to include supporting evidence or examples from the text and to make connections between the evidence and the answer to receive full credit.
- **Writing project (lesson 5):** Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response. All guides require students to support their responses with evidence from the text.
- **Student test (lesson 6):** Similar to Team Talk, the answers to the test questions require students to follow rubrics that call for supporting details or evidence from the text to receive full credit. Students will also answer another writing prompt, similar in theme to the writing project in lesson 5, following the same guidelines as before.

### Production and Distribution of Writing

**Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

During the writing project in lesson 5, students use writing guides to help them focus and organize their responses to a prompt. The writing guides help students to focus on their ideas, the organization, the style, and the mechanics of their writing. For example:

- **Ideas:** Students clearly introduce the topic, state a claim, or make a point about an aspect of a literary work and then develop the subject with relevant details or evidence.
- **Organization:** Students begin their writing by introducing the topic, claim, or aspect of literature, support their ideas with details, facts, reasons, or evidence in the middle, and conclude with a closing statement.
- **Style:** Students use words, phrases, or dialogue to help the audience make connections and to support their ideas and use details that help readers make mind movies.
- **Mechanics:** Students use correct punctuation, capitalization, spelling, and grammar.

**Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

During the writing project in lesson 5, the teacher has the opportunity to model skills that may help students improve their writing overall or that may focus on the particular goal of that lesson's writing project. For example, some lessons may include modeling for using the best graphic organizer for the type of writing that students will do or to match the purpose for writing. Other lessons may focus on helping students understand the revising, editing, and rewriting process to improve their writing.

**Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

## Research to Build and Present Knowledge

**Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

The Reading Edge Middle Grades 2nd Edition incorporates four three-day lessons into the curriculum for students to conduct research on a general topic or subject at each grade level. Students will be given a general subject, thematically related to a prior unit, and they will generate questions related to the subject. Throughout the unit, students will narrow their focus to one question and will generate an answer to it through research.

**Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The Reading Edge Middle Grades 2nd Edition incorporates four three-day lessons into the curriculum for students to conduct research on a general topic or subject at each grade level. These lessons will follow regular two-cycle units and allow students to compare and contrast reading materials from the preceding units in their research. These units will focus on teaching students the following skills related to research:

- using notecards to record important findings and quotations,
- using quotations and providing basic bibliographic information,
- avoiding plagiarism,
- paraphrasing,
- summarizing,
- refining Internet searches,
- assessing the credibility of sources,
- writing to inform,
- writing to persuade/support an argument,
- writing to present an analysis (compare/contrast),
- using  $\frac{3}{4}$  informational text and  $\frac{1}{4}$  literary text, and
- using questioning to come to a deeper understanding of complex text.

**Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different purposes that require them to analyze the topic or information in the text and support their reasoning. For example:

- **Team Talk:** When composing all answers for Team Talk questions, students follow a rubric that requires them to include supporting evidence or examples from the text and to make connections between the evidence and the answer to receive full credit.
- **Writing project (lesson 5):** Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response. All guides require students to support their responses with evidence from the text.
- **Student test (lesson 6):** Similar to Team Talk, the answers to the test questions require students to follow rubrics that call for supporting details or evidence from the text to receive full credit. Students will also answer another writing prompt, similar in theme to the writing project in lesson 5, following the same guidelines as before.
- **Research units:** At the end of each research unit (three-day lesson cycle), students will present their research on the selected topic.

## Range of Writing

**Anchor Standard 10:** 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 tasks, purposes, and audiences.

Students have opportunities to write routinely each day in the Reading Edge Middle Grades 2nd Edition curriculum, from answering the Team Talk questions in lessons 1–4 and those in the comprehension section in lesson 6 to engaging in the writing project in lesson 5 and completing the writing section of the student test in lesson 6.

- Writing project (lesson 5) and writing section (lesson 6): Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response.

## Section V: Alignment to English Language Arts Standards for Reading: Writing

### Grade 6

#### Text Types and Purposes

**Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

A primary focus of writing in the following lessons is to write arguments to support claims with clear reasons and relevant evidence according to the standards:

- **Unit 1—Clarify Words and Ideas:** “Where Are You Going? Why People Move”
- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story/“The Great Migration”*
- **Honors Unit 6—Make Connections:** *India: The People*

For students reading on other grade levels:

- **Level 5, Unit 4—Analyze Story Elements:** *On My Honor*

**Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

A primary focus of writing in the following lessons is to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content according to the substandards:

- **Unit 2—Identify Central Ideas:** *The Body in Motion/The Heart: Our Circulatory System*
- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*
- **Unit 10—Compare and Contrast:** *Baseball in April*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

For students reading on other grade levels:

- **Level 4, Unit 1—Clarify Words and Ideas:** “The Skin You’re In”
- **Level 4, Unit 2—Identify Main Ideas:** “How Did They Build That?”
- **Level 4, Unit 5—Analyze Story Events:** *Journey to Jo’burg*
- **Level 4, Unit 6—Compare and Contrast:** *Aesop’s Fables*
- **Level 5, Unit 1—Clarify Words and Ideas:** *Sahara/Race to the South Pole*
- **Level 5, Unit 2—Use Questioning:** *In the Deep*
- **Level 5, Unit 3—Identify Central Ideas:** *How Plants Survive/Wildfires*

**Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

A primary focus of writing in the following lessons is to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences according to the substandards:

- **Unit 4—Word Choice:** *Skeleton Man*
- **Unit 8—Analyze Story Elements:** *Missing May*
- **Honors Unit 4—Analyze Story Elements:** *The Tiger Rising*

For students reading on other grade levels:

- **Level 4, Unit 3—Use Questioning:** *The Whipping Boy*
- **Level 5, Unit 5—Analyze Story Events:** *Love That Dog*

### Production and Distribution of Writing

**Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

During the writing project in lesson 5, students use writing guides to help them focus and organize their responses to a prompt. The writing guides help students to focus on their ideas, the organization, the style, and the mechanics of their writing. For example:

- **Ideas:** Students clearly introduce the topic, state a claim, or make a point about an aspect of a literary work and then develop the subject with relevant details or evidence.
- **Organization:** Students begin their writing by introducing the topic, claim, or aspect of literature, support their ideas with details, facts, reasons, or evidence in the middle, and conclude with a closing statement.
- **Style:** Students use words, phrases, or dialogue to help the audience make connections and to support their ideas and use details that help readers make mind movies.
- **Mechanics:** Students use correct punctuation, capitalization, spelling, and grammar.

**Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

During the writing project in lesson 5, the teacher has the opportunity to model skills that may help students improve their writing overall or that may focus on the particular goal of that lesson's writing project. For example, some lessons may include modeling for using the best graphic organizer for the type of writing that students will do or to match the purpose for writing. Other lessons may focus on helping students understand the revising, editing, and rewriting process to improve their writing.

**Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

### **Research to Build and Present Knowledge**

**Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

A primary focus of writing in the following lessons is to conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate:

- **Unit 9—Use Multiple Sources:** “Early Explorers”
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.6.8. 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.

A primary focus of writing in the following lessons is to gather relevant information from multiple sources, assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources:

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “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”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).

A primary focus of writing in the following lessons is to draw evidence from literary or informational texts to support analysis, reflection, and research according to the substandards:

- **Unit 11—Reading a Play:** *The Miracle Worker*
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

For students reading on other grade levels:

- **Level 5, Unit 6—Author’s Message:** *Seedfolks*

### Range of Writing

**Anchor Standard 10:** 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 tasks, purposes, and audiences.

W.6.10. 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.

Students have opportunities to write routinely each day in the Reading Edge Middle Grades 2nd Edition curriculum, from answering the Team Talk questions in lessons 1–4 and those in the comprehension section in lesson 6 to engaging in the writing project in lesson 5 and completing the writing section of the student test in lesson 6.

- Writing project (lesson 5) and writing section (lesson 6): Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response.

## Grade 7

### Text Types and Purposes

**Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

A primary focus of writing in the following lessons is to write arguments to support claims with clear reasons and relevant evidence according to the substandards:

- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”
- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*

**Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

A primary focus of writing in the following lessons is to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content according to the substandards:

- **Unit 1—Clarify Words and Ideas:** “Piracy”/*Treasure Island*
- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 3—Use Questioning:** *Navajo Code Talkers*
- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Unit 7—Word Choice:** *Neighborhood Odes*
- **Unit 8—Clarify Words in Science:** “On Ice”
- **Unit 11—Connect Causes and Effects:** “23 Little-Known Events that Changed America”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

**Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

Not applicable at this grade level; see grades 6 or 8 for texts and lessons that have this standard as a primary focus.

### Production and Distribution of Writing

**Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

During the writing project in lesson 5, students use writing guides to help them focus and organize their responses to a prompt. The writing guides help students to focus on their ideas, the organization, the style, and the mechanics of their writing. For example:

- **Ideas:** Students clearly introduce the topic, state a claim, or make a point about an aspect of a literary work and then develop the subject with relevant details or evidence.
- **Organization:** Students begin their writing by introducing the topic, claim, or aspect of literature, support their ideas with details, facts, reasons, or evidence in the middle, and conclude with a closing statement.
- **Style:** Students use words, phrases, or dialogue to help the audience make connections and to support their ideas and use details that help readers make mind movies.
- **Mechanics:** Students use correct punctuation, capitalization, spelling, and grammar.

A primary focus of writing in the following lesson is to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience:

- **Unit 4—Analyze Plot and Theme:** *Indigo*

**Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

During the writing project in lesson 5, the teacher has the opportunity to model skills that may help students improve their writing overall or that may focus on the particular goal of that lesson's writing project. For example, some lessons may include modeling for using the best graphic organizer for the type of writing that students will do or to match the purpose for writing. Other lessons may focus on helping students understand the revising, editing, and rewriting process to improve their writing.

**Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

### **Research to Build and Present Knowledge**

**Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

A primary focus of writing in the following lessons is to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:

- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.7.8. 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.

A primary focus of writing in the following lessons is to gather relevant information from multiple sources, use search terms effectively, assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and follow a standard format for citation:

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “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”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).

A primary focus of writing in the following lessons is to draw evidence from literary or informational texts to support analysis, reflection, and research according to the substandards:

- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Unit 9—Point of View:** *New Found Land*
- **Unit 11—Connect Causes and Effects:** “23 Little-Known Events that Changed America”
- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

For students reading on other grade levels:

- **Level 6H, Unit 2—Analyze a Process:** *The Frog Scientist*
- **Level 6H, Unit 5—Author’s Choices:** *Rimshots: Basketball Pix, Rolls, and Rhythms*

### Range of Writing

**Anchor Standard 10:** 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 tasks, purposes, and audiences.

W.7.10. 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 tasks, purposes, and audiences.

Students have opportunities to write routinely each day in the Reading Edge Middle Grades 2nd Edition curriculum, from answering the Team Talk questions in lessons 1–4 and those in the comprehension section in lesson 6 to engaging in the writing project in lesson 5 and completing the writing section of the student test in lesson 6.

- Writing project (lesson 5) and writing section (lesson 6): Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response.

## Grade 8

### Text Types and Purposes

**Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

A primary focus of writing in the following lessons is to write arguments to support claims with clear reasons and relevant evidence according to the substandards:

- **Unit 3—Use Questioning:** *A Long Walk to Water*
- **Unit 4—Create a Summary:** *The Witchcraft of Salem Village*
- **Unit 5—Interpret Information:** *Real World Data: Graphic War and Conflict/“World War II and Denmark”*
- **Unit 6—Quality of Evidence:** “History’s Lies”
- **Unit 8—Author’s Intent:** *The Smart Aleck’s Guide to American History*
- **Unit 11—Analyze Arguments:** “Great Speeches”
- **Honors Unit 1—Reading Essays:** *This I Believe*
- **Honors Unit 2—Clarify Complex Text:** *The Prince and the Pauper*

For students reading on other grade levels:

- **Level 7H, Unit 1—Clarify Complex Text:** “Oil Spill”

**Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

A primary focus of writing in the following lessons is to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content according to the substandards:

- **Unit 2—Make Connections:** “Rage or Reason: When Scientists Feud”
- **Unit 7—Problem and Solution:** “Science and the City”
- **Honors Unit 2—Clarify Complex Text:** *The Prince and the Pauper*

For students reading on other grade levels:

- **Level 7H, Unit 3—Make Connections:** *The Dust Bowl*

**Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

A primary focus of writing in the following lesson for students reading on other grade levels is to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences according to the substandards:

- **Honors Unit 2—Reading a Play:** *Novio Boy*

### Production and Distribution of Writing

**Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

During the writing project in lesson 5, students use writing guides to help them focus and organize their responses to a prompt. The writing guides help students to focus on their ideas, the organization, the style, and the mechanics of their writing. For example:

- **Ideas:** Students clearly introduce the topic, state a claim, or make a point about an aspect of a literary work and then develop the subject with relevant details or evidence.
- **Organization:** Students begin their writing by introducing the topic, claim, or aspect of literature, support their ideas with details, facts, reasons, or evidence in the middle, and conclude with a closing statement.
- **Style:** Students use words, phrases, or dialogue to help the audience make connections and to support their ideas and use details that help readers make mind movies.
- **Mechanics:** Students use correct punctuation, capitalization, spelling, and grammar.

<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
During the writing project in lesson 5, the teacher has the opportunity to model skills that may help students improve their writing overall or that may focus on the particular goal of that lesson's writing project. For example, some lessons may include modeling for using the best graphic organizer for the type of writing that students will do or to match the purpose for writing. Other lessons may focus on helping students understand the revising, editing, and rewriting process to improve their writing.
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.
<b>Research to Build and Present Knowledge</b>
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
A primary focus of writing in the following lessons is to answer a question (including self-generated questions), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration: <ul style="list-style-type: none"> <li>• <b>Research Unit 1—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 2—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 3—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 4—Research to Build and Present Knowledge</b></li> </ul>
<b>Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.8.8. 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.
A primary focus of writing in the following lessons is to gather relevant information from multiple sources, use search terms effectively, assess the credibility of each source, quote or paraphrase the data and conclusions of others while avoiding plagiarism, and follow a standard format for citation: <ul style="list-style-type: none"> <li>• <b>Research Unit 1—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 2—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 3—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 4—Research to Build and Present Knowledge</b></li> </ul>

<p><b>Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ol>
<p>A primary focus of writing in the following lessons is to draw evidence from literary or informational texts to support analysis, reflection, and research according to the substandards:</p> <ul style="list-style-type: none"> <li>• <b>Unit 9—Compare and Contrast:</b> <i>Throwing Shadows</i></li> <li>• <b>Unit 10—Causes and Effects:</b> <i>The Johnstown Flood</i></li> <li>• <b>Unit 12—Analyze Characters and Theme:</b> <i>The House on Mango Street</i></li> <li>• <b>Research Unit 1—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 2—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 3—Research to Build and Present Knowledge</b></li> <li>• <b>Research Unit 4—Research to Build and Present Knowledge</b></li> </ul>
<p><b>Range of Writing</b></p>
<p><b>Anchor Standard 10:</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 tasks, purposes, and audiences.</p>
<p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>
<p>Students have opportunities to write routinely each day in the Reading Edge Middle Grades 2nd Edition curriculum, from answering the Team Talk questions in lessons 1–4 and those in the comprehension section in lesson 6 to engaging in the writing project in lesson 5 and completing the writing section of the student test in lesson 6.</p> <ul style="list-style-type: none"> <li>• Writing project (lesson 5) and writing section (lesson 6): Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response.</li> </ul>

## Section VI: Alignment to the College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

**Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

The basis of student progress in the Reading Edge Middle Grades 2nd Edition is cooperative learning. Cooperative learning refers to a set of instructional methods in which students work in small mixed-ability learning teams to achieve a common goal. The students in each team are responsible not only for their own learning, but also for helping teammates learn. Cooperative-learning techniques used in the Reading Edge Middle Grades 2nd Edition include:

- **Think-Pair-Share:** This is a simple questioning technique that keeps all students involved in class discussions and gives every student a chance to answer every question. It takes the fear out of discussion by allowing students to think carefully about their answers and talk about them with a partner before responding to the class.
- **Team Talk:** Students work in teams to process information and discuss answers to questions before sharing with the whole group.
- **Random Reporter:** This is an easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to a designated question. Partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level. During Teamwork, students receive ample opportunity to discuss and extend their comprehension of the text while focusing on the keys to unlocking their comprehension—the core reading strategies. The teacher can collect individual scores at any point during Teamwork and award challenge scores using Random Reporter during the Lightning Round in Class Discussion.

In Getting Along Together (lesson 8), students are taught to think critically, productively solve problems, and work cooperatively in teams. Positive peer interaction is rewarded as student-selected issues are addressed throughout the year. During Class Council, students discuss previous class goals and their progress toward meeting their goals. Then students discuss a new concern and clarify new goals and how they will measure their progress toward meeting their new goals.

**Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The Reading Edge Middle Grades 2nd Edition lessons encourage students to utilize all aspects of a story or text, in addition to supporting media, to aid in comprehension.

- In informational lessons, the teacher models, and students learn to include analysis of text features, such as graphs and charts, in their comprehension of the text.
- Background videos either incorporated in the lessons or linked to outside sources on the Internet help students conceptualize the topic of a story or text and help them create questions that may be answered in anticipation of reading.
- Student-process videos ask students to analyze what they see student teams doing in a video and then ask students to evaluate those students and utilize the explained process in their own student work.
- Fluency videos ask students to evaluate videos of students demonstrating fluency, or a lack thereof, and assign an appropriate score.
- Strategy videos ask students to engage in core comprehension-monitoring strategies and build excitement about using the strategy to aid in their own reading.
- Active instruction of targeted skills is also available for presentation on interactive whiteboards, which helps students visualize skill use, in addition to showing graphic organizers and other student tasks in a visual way for better comprehension.

**Anchor Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

The team cooperation goals are introduced in the Getting Started units of the Reading Edge Middle Grades 2nd Edition. The teacher will pick a goal and behavior each cycle for students to focus on for the lesson.

### **Presentation of Knowledge and Ideas**

**Anchor Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

During Teamwork, students read with partners, discuss strategy use, answer Team Talk questions, and write answers to a designated question. Partner reading and team discussion are student-led activities. During this time, students work with partners and then teams as the teacher monitors and reinforces their discussions at the class level.

After the lesson 6 test, students participate in team discussion. Teams discuss strategy use and the answers to test questions. Using a different color pen, students add any information that they want to include to enhance their answers. Then the teacher leads a whole-class discussion of strategy use and the answers to test questions during the Lightning Round. Students have the opportunity to share what they added to their skill-question answers.

During lesson 7, students present information about self-selected books that they read for homework. During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kinds of texts they read, the strategies that helped them understand the texts, and whether they will recommend their reading selections to others.

**Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

**Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Throughout the Reading Edge Middle Grades 2nd Edition curriculum, students practice reading aloud fluently from a variety of texts. In each unit, students refer to a fluency rubric to provide feedback to their partners. The teacher uses the rubric to score fluency, provide targeted feedback, and guide students in setting fluency goals.

## Section VII: Alignment to English Language Arts Standards for Reading: Speaking and Listening

### Grade 6

#### Comprehension and Collaboration

**Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion

<b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
Students have a variety of opportunities to evaluate information presented in diverse media and formats: <ul style="list-style-type: none"> <li>• Reading Edge Middle Grades 2nd Edition components: background videos, fluency videos, Teamwork, Class Discussion, and Team Discussion</li> </ul>
<b>Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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.
Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals: <ul style="list-style-type: none"> <li>• practice active listening,</li> <li>• help and encourage others,</li> <li>• everyone participates,</li> <li>• explain your ideas/tell why, and</li> <li>• complete tasks.</li> </ul> Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion
<b>Presentation of Knowledge and Ideas</b>
<b>Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, and lesson 7 self-selected reading
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

**Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, fluency, and lesson 7 self-selected reading

## Grade 7

### Comprehension and Collaboration

**Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion

**Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. 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.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Reading Edge Middle Grades 2nd Edition components: Background videos, fluency videos, Teamwork, Class Discussion, and Team Discussion

<b>Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<p>Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:</p> <ul style="list-style-type: none"> <li>• practice active listening,</li> <li>• help and encourage others,</li> <li>• everyone participates,</li> <li>• explain your ideas/tell why, and</li> <li>• complete tasks.</li> </ul> <p>Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion</p>
<b>Presentation of Knowledge and Ideas</b>
<b>Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, and lesson 7 self-selected reading
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.
<b>Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, fluency, and lesson 7 self-selected reading

## Grade 8

### Comprehension and Collaboration

**Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion

**Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Students have a variety of opportunities to evaluate information presented in diverse media and formats:

- Reading Edge Middle Grades 2nd Edition components: Background videos, fluency videos, Teamwork, Class Discussion, and Team Discussion

**Anchor Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Students are expected to work cooperatively throughout the instructional process. They are taught and expected to demonstrate the five team cooperation goals:

- practice active listening,
- help and encourage others,
- everyone participates,
- explain your ideas/tell why, and
- complete tasks.

Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion

Presentation of Knowledge and Ideas
<b>Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, and lesson 7 self-selected reading
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.
<b>Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, fluency, and lesson 7 self-selected reading

## Section VIII: Alignment to the College and Career Readiness Anchor Standards for Language

Conventions of Standard English
<b>Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
The Reading Edge Middle Grades 2nd Edition does not formally teach writing conventions and grammar when writing or speaking; however, there are sections in lessons where teachers may review these skills as needed. For example: <ul style="list-style-type: none"> <li>• Writing project (lesson 4): As students work on answering the writing prompt, the teacher may model skills as necessary, especially as they relate to the writing goal for that unit.</li> <li>• Two-Minute Edit (lessons 7 and 8): This activity is used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors observed in students' daily writing such as the writing project, written answers from Team Talk, or the lesson 6 test. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct the errors in the sentence.</li> </ul>

**Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The Reading Edge Middle Grades 2nd Edition does not formally teach writing conventions such as capitalization, punctuation, or spelling; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4): As students work on responding to the writing prompt, the teacher may model skills as necessary, especially as they relate to the writing goal for that unit.
- Two-Minute Edit (lessons 7 and 8): This activity is used to teach and reinforce grammar/mechanics skills. The teacher prepares sentences that reflect common errors observed in students' daily writing such as the writing project, written answers from Team Talk, or the lesson 6 test. The sentence is displayed as students enter the classroom. Teams work together to identify and orally correct the errors in the sentence.

### Knowledge of Language

**Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. The clarifying strategy gives students the basic knowledge that they should stop when they do not understand something they have read and try to clarify it. Clarifying instruction begins at the word level and then progresses to sentence, paragraph, and whole-text comprehension. In addition, vocabulary instruction provides students with experience in building meaning for words and in gaining word-study skills.

- Through the use of a clarifying-strategy reference card, students learn strategies to aid in comprehension. They learn to blend, chunk, look for base words, or reread to clarify at the word level. They also learn to use context clues, reread, read on, use background knowledge, and make mind movies to clarify beyond words. These strategies are used by students and monitored throughout the curriculum as students clarify when reading all texts, not just those that are part of the Reading Edge Middle Grades 2nd Edition lessons.

### Vocabulary Acquisition and Use

**Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually. Students are introduced to vocabulary words from the text in lesson 2.

- Lessons 2–4 and lesson 6: Students are asked to identify the meanings of vocabulary words through a variety of question types such as example/nonexample, meaningful sentences, context sentences from the text, synonyms/antonyms, cloze practice, identifying incorrect usage, Greek/Latin roots, or how two words relate to each other.
- Lesson 3: The teacher models selecting a word from the text to explore its meaning more deeply by creating a word map. This modeling may encourage students to use outside resources, including the Internet, to explore words and their meanings. Students add words to their word power journals throughout the unit.

**Related targeted skills:** clarify vocabulary [CV]

**Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings.

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually. Students are introduced to vocabulary words from the text in lesson 2.

- Lessons 2–4 and lesson 6: Students are asked to identify the meanings of vocabulary words through a variety of question types such as example/nonexample, meaningful sentences, context sentences from the text, synonyms/antonyms, cloze practice, identifying incorrect usage, Greek/Latin roots, or how two words relate to each other.
- Lesson 3: The teacher models selecting a word from the text to explore its meaning more deeply by creating a word map. This modeling may encourage students to use outside resources, including the Internet, to explore words and their meanings. Students add words to their word power journals throughout the unit.

Specific lessons throughout the Reading Edge Middle Grades 2nd Edition focus on word choice and what the author means by using particular words and phrases in the text. These lessons often will focus on word relationships and nuances in word meaning.

**Related targeted skills:** clarify vocabulary [CV], author’s craft [AC]

**Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

A primary focus of the Reading Edge Middle Grades 2nd Edition is making the use of academic and domain-specific vocabulary and phrases habitual for students as they prepare to enter high school and beyond. During Team Talk, students are awarded credit for answering comprehension questions based on a rubric. Students receive full credit when their answers contain academic language and language that connects their answers to the supporting evidence. The teacher is expected to model the use of both academic and domain-specific language whenever possible.

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually. Students are introduced to vocabulary words from the text in lesson 2.

- Lessons 2–4 and lesson 6: Students are asked to identify the meanings of vocabulary words through a variety of question types such as example/nonexample, meaningful sentences, context sentences from the text, synonyms/antonyms, cloze practice, identifying incorrect usage, Greek/Latin roots, or how two words relate to each other.
- Lesson 3: The teacher models selecting a word from the text to explore its meaning more deeply by creating a word map. This modeling may encourage students to use outside resources, including the Internet, to explore words and their meanings. Students add words to their word power journals throughout the unit.

**Related targeted skills:** clarify vocabulary [CV]

## Section IX: Alignment to English Language Arts Standards for Reading: Language

### Grade 6

#### Conventions of Standard English

**Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

The Reading Edge Middle Grades 2nd Edition does not formally teach writing conventions and grammar when writing or speaking; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

**Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- b. Spell correctly.

The Reading Edge Middle Grades 2nd Edition does not formally teach the writing conventions of capitalization, punctuation, and spelling; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

## Knowledge of Language

**Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
- b. Maintain consistency in style and tone.\*

The Reading Edge Middle Grades 2nd Edition does not formally teach conventions for writing, speaking, reading, or listening; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:

- **Unit 1—Clarifying Words and Ideas:** “Where Are You Going? Why Do People Move?”

For students reading on other grade levels:

- **Level 4, Unit 1—Clarifying Words and Ideas:** “The Skin You’re In”
- **Level 5, Unit 1—Clarifying Words and Ideas:** *Sahara*

## Vocabulary Acquisition and Use

**Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6.4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

A primary focus of the following lessons for students reading on other grade levels is clarifying the meanings of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies:

- **Level 4, Unit 1—Clarifying Words and Ideas:** “The Skin You’re In”
- **Level 5, Unit 1—Clarifying Words and Ideas:** *Sahara*

**Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:

- **Unit 1—Clarifying Words and Ideas:** “Where Are You Going? Why Do People Move?”
- **Unit 4—Word Choice:** *Skeleton Man*
- **Honors Unit 5—Author’s Choices:** *Rimshots: Basketball Pix, Rolls, and Rhythms*

For students reading on other grade levels:

- **Level 4, Unit 1—Clarifying Words and Ideas:** “The Skin You’re In”
- **Level 5, Unit 1—Clarifying Words and Ideas:** *Sahara*

**Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

The Team Talk rubric allows for students to receive full credit when their answers contain academic language and language that connects their answers to the supporting evidence.

A primary focus of the following lesson is acquiring and using grade-appropriate academic and domain-specific words and phrases and gathering vocabulary knowledge when considering a word or phrase that is important to comprehension or expression:

- **Unit 1—Clarifying Words and Ideas:** “Where Are You Going? Why Do People Move?”

Key: Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

## Grade 7

### Conventions of Standard English

**Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

The Reading Edge Middle Grades 2nd Edition does not formally teach writing conventions and grammar when writing or speaking; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

**Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

The Reading Edge Middle Grades 2nd Edition does not formally teach the writing conventions of capitalization, punctuation, and spelling; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

### Knowledge of Language

**Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

The Reading Edge Middle Grades 2nd Edition does not formally teach conventions for writing, speaking, reading, or listening; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:

- **Unit 1—Clarifying Words and Ideas:** “Piracy”/ *Treasure Island*

## Vocabulary Acquisition and Use

**Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.7.4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

A primary focus of the following lessons is clarifying the meanings of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies:

- **Unit 7—Word Choice:** *Neighborhood Odes*
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”

For students reading on other grade levels:

- **Level 6H, Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Level 6H, Unit 5—Author’s Choices:** *Rimshots: Basketball Pix, Rolls, and Rhythms*

**Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings.

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

A primary focus of the following lessons is demonstrating an understanding of figurative language, word relationships, and nuances in word meanings:

- **Unit 7—Word Choice:** *Neighborhood Odes*

**Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.

The Team Talk rubric allows for students to receive full credit when their answers contain academic language and language that connects their answers to the supporting evidence.

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:

- **Unit 1—Clarifying Words and Ideas:** “Piracy”/ *Treasure Island*
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”

Key: Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

## Grade 8

### Conventions of Standard English

**Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.\*

The Reading Edge Middle Grades 2nd Edition does not formally teach writing conventions and grammar when writing or speaking; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

**Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

The Reading Edge Middle Grades 2nd Edition does not formally teach the writing conventions of capitalization, punctuation, and spelling; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

### Knowledge of Language

**Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

The Reading Edge Middle Grades 2nd Edition does not formally teach conventions for writing, speaking, reading, or listening; however, there are sections in lessons where teachers may review these skills as needed. For example:

- Writing project (lesson 4)
- Two-Minute Edit (lessons 7 and 8)

Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:

- **Unit 1—Clarifying Words and Ideas:** “The Magic of Language”

### Vocabulary Acquisition and Use

**Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.8.4. Determine or clarify the meanings of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<p>Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.</p> <p>Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarifying Words and Ideas:</b> “The Magic of Language”</li> </ul>
<p><b>Anchor Standard 5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ol>
<p>Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.</p> <p>Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarifying Words and Ideas:</b> “The Magic of Language”</li> <li>• <b>Honors Unit 2—Clarify Complex Text:</b> <i>The Prince and the Pauper</i></li> </ul>
<p><b>Anchor Standard 6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Vocabulary instruction and the word power journals help students identify, read, and understand words from the student text both literally and conceptually.</p> <p>The Team Talk rubric allows for students to receive full credit when their answers contain academic language and language that connects their answers to the supporting evidence.</p> <p>Initial instruction in the Reading Edge Middle Grades 2nd Edition curriculum targets clarifying, a core comprehension-monitoring strategy. It is the primary focus of the following lessons:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarifying Words and Ideas:</b> “The Magic of Language”</li> </ul>

Key: Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

## Section X: Alignment to the Standards for Literacy: History/Social Studies

### Grades 6–8

#### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

A primary focus of the following lessons is citing specific textual evidence to support analysis of primary and secondary sources:

Level 6

- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*
- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story/“The Great Migration”*

Level 7

- **Unit 3—Use Questioning:** *Navajo Code Talkers*
- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Honors Unit 3—Make Connections:** *The Dust Bowl*

Level 8

- **Unit 4—Create a Summary:** *The Witchcraft of Salem Village*
- **Unit 8—Author’s Intent:** *The Smart Aleck’s Guide to American History*

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A primary focus of the following lessons is determining the central ideas or information of a primary or secondary source and providing an accurate summary distinct from prior knowledge or opinions:

Level 6

- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*

Level 7

- **Unit 6—Analyze Events:** *Invasion: The Story of D-Day*
- **Honors Unit 3—Make Connections:** *The Dust Bowl*

Level 8

- **Unit 4—Create a Summary:** *The Witchcraft of Salem Village*
- **Unit 6—Quality of Evidence:** “History’s Lies”

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Identifying key steps in a description of a process related to history/social studies is not a primary focus of lessons in the Reading Edge Middle Grades 2nd Edition but may be covered as students answer and discuss questions about the texts.

<b>Craft and Structure</b>
<b>Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
A primary focus of the following lessons is determining the meanings of words and phrases as they are used in the text, including vocabulary specific to domains related to history/social studies: Level 6 <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarify Words and Ideas:</b> “Where Are You Going? Why People Move”</li> <li>• <b>Unit 9—Use Multiple Sources:</b> “Early Explorers”</li> <li>• <b>Unit 12—Draw Conclusions from Evidence:</b> <i>King George: What Was His Problem?</i></li> <li>• <b>Honors Unit 6—Make Connections:</b> <i>India: The People</i></li> </ul> For students reading on other grade levels: <ul style="list-style-type: none"> <li>• <b>Level 5, Unit 1—Clarify Words and Ideas:</b> <i>Sahara/Race to the South Pole</i></li> </ul>
<b>Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
A primary focus of the following lessons is describing how a text presents information: Level 6 <ul style="list-style-type: none"> <li>• <b>Unit 6—Interpret Information:</b> <i>Hurricanes/Real World Data: Graphing Natural Disasters</i></li> </ul> Level 7 <ul style="list-style-type: none"> <li>• <b>Unit 11—Connect Causes and Effects:</b> “23 Little-Known Events that Changed America”</li> </ul>
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.
RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
A primary focus of the following lessons is identifying aspects of a text that reveal an author’s point of view or purpose: Level 6 <ul style="list-style-type: none"> <li>• <b>Honors Unit 3—Reading a Primary Source:</b> <i>Leon’s Story/“The Great Migration”</i></li> </ul> Level 8 <ul style="list-style-type: none"> <li>• <b>Unit 8—Author’s Intent:</b> <i>The Smart Aleck’s Guide to American History</i></li> </ul>

<b>Integration of Knowledge and Ideas</b>
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<p>A primary focus of the following lessons is integrating visual information with other information in print and digital texts:</p> <p>Level 6</p> <ul style="list-style-type: none"> <li>• <b>Unit 1—Clarify Words and Ideas:</b> “Where Are You Going? Why People Move”</li> <li>• <b>Honors Unit 6—Make Connections:</b> <i>India: The People</i></li> </ul> <p>Level 7</p> <ul style="list-style-type: none"> <li>• <b>Unit 5—Create a Summary:</b> “Machines: Can You Live Without Them?”</li> <li>• <b>Unit 12—Use Multiple Sources:</b> “So You Think You Know Africa?”</li> <li>• <b>Honors Unit 3—Make Connections:</b> <i>The Dust Bowl</i></li> </ul> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> <li>• <b>Level 5, Unit 1—Clarify Words and Ideas:</b> <i>Sahara/Race to the South Pole</i></li> </ul>
<b>Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
Distinguishing among fact, opinion, and reasoned judgment is not a primary focus of lessons in the Reading Edge Middle Grades 2nd Edition but may be covered as students answer and discuss questions about the texts, particularly in the analyze-argument [AA] or author’s-purpose [AP] skills.
<b>Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
<p>A primary focus of the following lessons is analyzing the relationship between a primary and secondary source on the same topic:</p> <p>Level 6</p> <ul style="list-style-type: none"> <li>• <b>Honors Unit 3—Reading a Primary Source:</b> <i>Leon’s Story/“The Great Migration”</i></li> </ul> <p>Level 7</p> <ul style="list-style-type: none"> <li>• <b>Unit 6—Analyze Events:</b> <i>Invasion: The Story of D-Day</i></li> </ul>

## Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Following is a list of history/social studies texts read in grades 6–8:

**Level 6:** “Where Are You Going? Why People Move”; *Hurricanes/Real World Data: Graphing Natural Disasters*; *Only the Names Remain: The Cherokee and the Trail of Tears*; “Early Explorers”; *King George: What Was His Problem?*; *Leon’s Story/“The Great Migration”* (Honors); *India: The People* (Honors)

**Level 7:** *Navajo Code Talkers*; “Machines: Can You Live Without Them?”; *Invasion: The Story of D-Day*; “23 Little-Known Events that Changed America”; “So You Think You Know Africa?”; *The Dust Bowl* (Honors)

**Level 8:** *The Witchcraft of Salem Village*; “History’s Lies”; *The Smart Aleck’s Guide to American History*

For students reading on other grade levels:

**Level 5:** *Sahara/Race to the South Pole*

## Section XI: Alignment to the Standards for Literacy: Science and Technical Subjects

### Grades 6–8

#### Key Ideas and Details

**Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

A primary focus of the following lessons is citing specific textual evidence to support analysis of science and technical sources:

Level 6

- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”

Level 7

- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”

**Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

A primary focus of the following lessons is determining the central ideas or conclusions of a text and providing an accurate summary distinct from prior knowledge or opinions:

Level 6

- **Unit 2—Identify Central Ideas:** *The Body in Motion/The Heart: Our Circulatory System*
- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*

Level 7

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*

For students reading on other grade levels:

- **Level 5, Unit 3—Identify Central Ideas:** *In the Deep/“Night Life”*

**Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Following a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks is not a primary focus of lessons in the Reading Edge Middle Grades 2nd Edition but may be covered as students answer and discuss questions about the texts.

## Craft and Structure

**Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

A primary focus of the following lessons is determining the meanings of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics:

Level 6

- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”

Level 7

- **Unit 8—Clarify Words in Science:** “On Ice”
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”

Level 8

- **Unit 1—Clarify Words and Ideas:** “The Magic of Language”

**Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

A primary focus of the following lessons is analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic:

Level 6

- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

Level 7

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*

Level 8

- **Unit 1—Clarify Words and Ideas:** “The Magic of Language”
- **Unit 7—Problem and Solution:** “Science and the City”

**Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text.

RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

A primary focus of the following lessons is analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text:

Level 6

- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

Level 7

- **Unit 8—Clarify Words in Science:** “On Ice”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

For students reading on other grade levels:

- **Level 5, Unit 3—Identify Central Ideas:** *In the Deep* / “Night Life”

## Integration of Knowledge and Ideas

**Anchor Standard 7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

A primary focus of the following lessons is integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually:

Level 6

- **Unit 2—Identify Central Ideas:** *The Body in Motion/The Heart: Our Circulatory System*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

Level 7

- **Unit 8—Clarify Words in Science:** “On Ice”
- **Honors Unit 1—Clarify Complex Text:** “Oil Spill”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

Level 8

- **Unit 1—Clarify Words and Ideas:** “The Magic of Language”
- **Unit 5—Interpret Information:** *Real World Data: Graphing War and Conflict/“World War II and Denmark”*

For students reading on other grade levels:

- **Level 5, Unit 2—Use Questioning:** *How Plants Survive/Wildfires*
- **Level 5, Unit 3—Identify Central Ideas:** *In the Deep/“Night Life”*

**Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

A primary focus of the following lessons is distinguishing among facts, reasoned judgment based on research findings, and speculation in a text:

Level 6

- **Unit 3—Use Questioning:** *Gorilla Doctors*

Level 7

- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*

Level 8

- **Unit 2—Make Connections:** “Rage or Reason: When Scientists Feud”

**Anchor Standard 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

A primary focus of the following lessons is comparing and contrasting the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic:

Level 6

- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*

Level 7

- **Unit 8—Clarify Words in Science:** “On Ice”
- **Unit 10—Analyze Arguments:** *Science Ethics and Controversies*
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

Level 8

- **Unit 5—Interpret Information:** *Real World Data: Graphing War and Conflict/“World War II and Denmark”*

### Range of Reading and Level of Text Complexity

**Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Following is a list of science/technical texts read in grades 6–8:

**Level 6:** *The Body in Motion/The Heart: Our Circulatory System; Gorilla Doctors; The Brain: Our Nervous System; Hurricanes/Real World Data: Graphing Natural Disasters; “Staying Healthy: It’s a Science”* (Honors); *The Frog Scientist* (Honors)

**Level 7:** *Mars/One Thing Leads to Another; “On Ice”; Science Ethics and Controversies; “Oil Spill”* (Honors); *Amusement Park Science* (Honors)

**Level 8:** “The Magic of Language”; “Rage or Reason: When Scientists Feud”; *Real World Data: Graphing War and Conflict/“World War II and Denmark”*; “Science and the City”

For students reading on other grade levels:

**Level 4:** “The Skin You’re In”; “How Did They Build That?”; “Power Up!”

**Level 5:** *How Plants Survive/Wildfires; In the Deep/“Night Life”*

**Section XII: Alignment to the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

**Grades 6–8**

**Text Types and Purposes**

**Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

A primary focus of writing in the following lessons is to write arguments focused on discipline-specific content according to the substandards:

Level 6

- **Unit 6—Interpret Information:** *Hurricanes/Real World Data: Graphing Natural Disasters*
- **Honors Unit 3—Reading a Primary Source:** *Leon’s Story/“The Great Migration”*
- **Honors Unit 6—Make Connections:** *India: The People*

Level 7

- **Unit 5—Create a Summary:** “Machines: Can You Live Without Them?”

Level 8

- **Unit 5—Interpret Information:** *Real World Data: Graphic War and Conflict/“World War II and Denmark”*
- **Unit 6—Quality of Evidence:** “History’s Lies”

**Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

A primary focus of writing in the following lessons is to write informative/explanatory texts including the narration of historical events, scientific procedures, experiments, or technical processes:

Level 6

- **Unit 2—Identify Central Ideas:** *The Body in Motion/The Heart: Our Circulatory System*
- **Unit 3—Use Questioning:** *Gorilla Doctors*
- **Unit 5—Create a Summary/Study Skills:** *The Brain: Our Nervous System*
- **Unit 7—Analyze Events:** *Only the Names Remain: The Cherokee and the Trail of Tears*
- **Honors Unit 2—Analyze a Process:** *The Frog Scientist*

Level 7

- **Unit 2—Recognize Text Patterns:** *Mars/One Thing Leads to Another*
- **Unit 8—Clarify Words in Science:** “On Ice”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*

For students reading on other grade levels:

- **Level 4, Unit 1—Clarify Words and Ideas:** “The Skin You’re In”

**Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

WHST.6-8.3. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different purposes that require them to analyze the topic or information in the text and support their reasoning. For example:

- **Team Talk:** When composing all answers for Team Talk questions, students follow a rubric that requires them to include supporting evidence or examples from the text and to make connections between the evidence and the answer to receive full credit.
- **Writing project (lesson 5):** Students respond to a prompt based on the text and follow the appropriate guide to either write to inform or explain, support a claim with reasons, or compose a literary response. All guides require students to support their response with evidence from the text.
- **Student test (lesson 6):** Similar to Team Talk, the answers to the test questions require students to follow rubrics that call for supporting details or evidence from the text to receive full credit. Students will also answer another writing prompt, similar in theme to the writing project in lesson 5, following the same guidelines as before.

### Production and Distribution of Writing

**Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

During the writing project in lesson 5, students use writing guides to help them focus and organize their responses to a prompt. The writing guides help students to focus on their ideas, the organization, the style, and the mechanics of their writing. For example:

- **Ideas:** Students clearly introduce the topic, state a claim, or make a point about an aspect of a literary work and then develop the subject with relevant details or evidence.
- **Organization:** Students begin their writing by introducing the topic, claim, or aspect of literature, support their ideas with details, facts, reasons, or evidence in the middle, and conclude with a closing statement.
- **Style:** Students use words, phrases, or dialogue to help the audience make connections and to support their ideas and use details that help readers make mind movies.
- **Mechanics:** Students use correct punctuation, capitalization, spelling, and grammar.

**Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

During the writing project in lesson 5, the teacher has the opportunity to model skills that may help students improve their writing overall or that may focus on the particular goal of that lesson's writing project. For example, some lessons may include modeling for using the best graphic organizer for the type of writing that students will do or to match the purpose for writing. Other lessons may focus on helping students understand the revising, editing, and rewriting process to improve their writing.

**Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

The Reading Edge Middle Grades 2nd Edition does not specifically require students to use computers or the Internet to create or publish writing but leaves it to the teacher's discretion to use the tools available to students at school.

### **Research to Build and Present Knowledge**

**Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

A primary focus of writing in the following lessons is to conduct short research projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration:

Level 6

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 7

- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 8

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to build and present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. 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.

A primary focus of writing in the following lessons is to gather relevant information from multiple print and digital sources, using search terms effectively, assessing the credibility and accuracy of each source, quoting or paraphrasing the data and conclusions of others while avoiding plagiarism, and following a standard format for citation:

Level 6

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 7

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 8

- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

**Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

A primary focus of writing in the following lessons is to draw evidence from informational texts to support analysis, reflection, and research:

Level 6

- **Unit 12—Draw Conclusions from Evidence:** *King George: What Was His Problem?*
- **Honors Unit 1—Clarify Complex Text:** “Staying Healthy: It’s a Science”
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 7

- **Unit 11—Connect Causes and Effects:** “23 Little-Known Events that Changed America”
- **Unit 12—Use Multiple Sources:** “So You Think You Know Africa?”
- **Honors Unit 4—Models and Analogies in Text:** *Amusement Park Science*
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

Level 8

- **Unit 10—Causes and Effects:** *The Johnstown Flood*
- **Research Unit 1—Research to Build and Present Knowledge**
- **Research Unit 2—Research to Build and Present Knowledge**
- **Research Unit 3—Research to Build and Present Knowledge**
- **Research Unit 4—Research to Build and Present Knowledge**

### Range of Writing

**Anchor Standard 10:** 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 tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for 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.

Students have opportunities to write routinely each day in the Reading Edge Middle Grades 2nd Edition curriculum, from answering the Team Talk questions in lessons 1–4 and those in the comprehension section in lesson 6 to engaging in the writing project in lesson 5 and completing the writing section of the student test in lesson 6.

- Writing project (lesson 5) and writing section (lesson 6): Students respond to a prompt based on the text and follow the appropriate guide either to write to inform or explain, support a claim with reasons, or compose a literary response.

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