

Alignment to the Wisconsin Standards for English Language Arts Grades 6–8

The Reading Edge
Middle Grades

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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

The standards for reading provide ten anchor standards based on key ideas and details (1–3), craft and structure (4–6), and integration of knowledge and ideas (7–9) that are the same across two concentrations:

literature and informational text. The objectives that support the anchor standards in each of these two sections may differ.

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

The standards for speaking and listening provide five anchor standards based on comprehension and collaboration (1–3) and presentation of knowledge and ideas (4 and 5).

The standards for language provide six anchor standards based on knowledge of language (1), vocabulary acquisition and use (2–4), and conventions of standardized English (5 and 6).

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 standards for reading literature and informational texts by grade level

Section III: 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 IV: Provides lesson titles that address the writing standards by grade level

Section V: Provides narrative detail of how and where the anchor standards for speaking and listening are addressed in the Reading Edge Middle Grades 2nd Edition curriculum for all grade levels

Section VI: Provides lesson titles that address the speaking and listening standards by grade level

Section VII: Provides narrative detail of how and where the anchor standards for language are addressed in the Reading Edge Middle Grades 2nd Edition curriculum for all grade levels

Section VIII: Provides lesson titles that address the language standards by grade level



Alignment to the Wisconsin Standards for English Language Arts

Anchor Standards and English Language Arts Standards for
Reading, Writing, Speaking and Listening, and Language

Section I: Anchor Standards for Reading

Key Ideas and Details

Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly 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 R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.

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

<p>conclusions and provide supporting evidence to meet the criteria for a quality response.</p> <ul style="list-style-type: none"> • 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. <p>Related targeted skills: identify main idea [MI], analyze relationships (ideas, story elements, text structures) [RE], and identify author’s intent or purpose [AP]</p>
<p>Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Related targeted skills: analyze relationships (ideas, story elements, text structures) [RE], analyze arguments [AA], and analyze author’s craft [AC]</p>
<p>Craft and Structure</p>
<p>Anchor Standard R4: 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>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.</p> <p>Related targeted skills: clarify vocabulary [CV], identify author’s intent or purpose [AP], analyze author’s craft [AC], and identify main idea [MI]</p>
<p>Anchor Standard R5: 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>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.</p> <p>Specific parts of the daily lesson plans that call for students to relate sentences or passages to the whole text include:</p> <ul style="list-style-type: none"> • 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.

<p>Related targeted skills: analyze relationships (ideas, text structures) [RE], analyze arguments [AA], and identify main idea [MI]</p>
<p>Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</p>
<p>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.</p> <p>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]</p>
<p>Integration of Knowledge and Ideas</p>
<p>Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats.</p>
<p>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.</p> <p>Related targeted skills: draw conclusions [DC] and clarify vocabulary [CV]</p>
<p>Anchor Standard R8: 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>Specific lessons in the Reading Edge provide instruction and practice in analyzing arguments, identifying points and support, evaluating evidence, and uncovering fallacies.</p> <p>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.</p> <p>Related targeted skills: analyze arguments [AA], draw conclusions [DC], and support an answer [SA]</p>
<p>Anchor Standard R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.</p>
<p>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.</p> <p>Related targeted skills: analyze relationships (ideas, story elements, text structures) [RE], draw conclusions [DC], and identify author’s intent or purpose [AP]</p>

Section II: Reading

Grade 6

Key Ideas and Details

R.6.1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

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

- Unit 4—Word Choice: *Skeleton Man*
- 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 3—Use Questioning: *The Whipping Boy*
- Level 4, Unit 4—Make Predictions: “Power Up!”
- Level 5, Unit 5—Make Connections: *Love That Dog*
- Level 5, Unit 6—Author’s Message: *Seedfolks*

R.6.2. Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)

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:

- 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 8—Analyze Story Elements: *Missing May*
- Unit 9—Use Multiple Sources: “Early Explorers”
- Unit 10—Compare and Contrast: *Baseball in April*
- 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?”
- Level 4, Unit 5—Analyze Story Elements: *Journey to Jo’burg*
- Level 4, Unit 6—Compare and Contrast: *Aesop’s Fables*

R.6.3. In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)

In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

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:

- Unit 8—Analyze Story Elements: *Missing May*
- Unit 10—Compare and Contrast: *Baseball in April*

- Unit 11—Reading a Play: *The Miracle Worker*

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 4, Unit 3—Use Questioning: *The Whipping Boy*
- Level 5, Unit 2—Use Questioning: *In the Deep*/"Night Life"
- Level 5, Unit 3—Identify Central Ideas: *How Plants Survive/Wildfires*
- Level 5, Unit 4—Analyze Story Elements: *On My Honor*

Craft and Structure

R.6.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

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:

- Unit 4—Word Choice: *Skeleton Man*
- 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*
- Level 5, Unit 5—Make Connections: *Love That Dog*

R.6.5. In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)

In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)

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:

- Unit 4—Word Choice: *Skeleton Man*
- Unit 8—Analyze Story Elements: *Missing May*
- Unit 11—Reading a Play: *The Miracle Worker*

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/Nature Unleashed*
- Unit 12—Draw Conclusions from Evidence: *King George: What Was His Problem?*
- Honors Unit 2—Analyze a Process: *The Frog Scientist*

For students reading on other grade levels:

- Level 4, Unit 5—Analyze Story Elements: *Journey to Jo'burg*
- Level 5, Unit 4—Analyze Story Elements: *On My Honor*
- Level 5, Unit 6—Author's Message: *Seedfolks*

R.6.6. In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL)

In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)

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:

- Unit 6—Author’s Message: *Seedfolks*

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*

Integration of Knowledge and Ideas

R.6.7. Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL)

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:

- 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*
- Unit 11—Reading a Play: *The Miracle Worker*
- 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"

R.6.8. Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI)

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:

- Unit 3—Use Questioning: *Gorilla Doctors*

R.6.9. Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

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 6—Interpret Information: *Hurricanes/Nature Unleashed*
- Unit 10—Compare and Contrast: *Baseball in April*
- Honors Unit 3—Reading a Primary Source: *Leon’s Story*/"The Great Migration"

Grade 7

Key Ideas and Details

R.7.1. Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

Drawing conclusions and supporting them with evidence from literary 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 4—Analyze Plot and Theme: *Indigo*
- Unit 5—Create a Summary: “Machines: Can You Live Without Them?”
- Unit 6—Analyze Events: *D-Day: The World War II Invasion that Changed History*
- Unit 7—Word Choice: *Neighborhood Odes*
- Unit 9—Point of View: *New Found Land*
- Unit 10—Analyze Arguments: *Let’s Think About Sustainable Energy*
- 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 4—Analyze Story Elements: *The Tiger Rising*

R.7.2. Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)

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:

- Unit 2—Recognize Text Patterns: *Mars/One Thing Leads to Another*
- Unit 4—Analyze Plot and Theme: *Indigo*
- Unit 5—Create a Summary: “Machines: Can You Live Without Them?”
- Unit 6—Analyze Events: *D-Day: The World War II Invasion that Changed History*
- Unit 12—Use Multiple Sources: “So You Think You Know Africa?”
- Honors Unit 3—Make Connections: *The Dust Bowl*

For students reading on other grade levels:

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

R.7.3. In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)
In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

A primary focus of the following lessons is analyzing how the elements of a story or drama interact:

- Unit 4—Analyze Plot and Theme: *Indigo*
- Unit 9—Point of View: *New Found Land*

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: Secret American Indian Heroes of World War II*

For students reading on other grade levels:

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

Craft and Structure

RL.7.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

A primary focus of the following lessons is clarifying the meanings of words and phrases (including connotative and figurative):

- Unit 1—Clarify Words and Ideas: “Piracy”/*Treasure Island*
- Unit 7—Word Choice: *Neighborhood Odes*
- Unit 8—Clarify Words in Science: “On Ice”
- Honors Unit 1—Clarify Complex Text: “Oil Spill”

For students reading on other grade levels:

- Level 6H, Unit 5—Author’s Choices: *Rimshots: Basketball Pix, Rolls, and Rhythms*

RL.7.5. In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL)

In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

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”

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:

- Level 6H, Unit 5—Author’s Choices: *Rimshots: Basketball Pix, Rolls, and Rhythms*

RL.7.6. In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)

In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)

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:

- Unit 9—Point of View: *New Found Land*

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

RL.7.7. Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format’s portrayal of a subject. (RI&RL)

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*

RL.7.8. Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

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: *Let’s Think About Sustainable Energy*

RL.7.9. Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

A primary focus of the following lessons is comparing and contrasting making connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences:

- Unit 6—Analyze Events: *D-Day: The World War II Invasion that Changed History*
- Unit 8—Clarify Words in Science: “On Ice”
- Unit 10—Analyze Arguments: *Let’s Think About Sustainable Energy*
- Honors Unit 4—Models and Analogies in Text: *Amusement Park Science*
- Honors Unit 5—Analyze Plot and Theme: *Soldier’s Heart*

Grade 8

Key Ideas and Details

R.8.1. Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

Drawing conclusions and supporting them with evidence from 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 9—Compare and Contrast: *Throwing Shadows*
- Unit 10—Causes and Effects: *The Johnstown Flood: Core Events of a Deadly Disaster*
- Unit 12—Analyze Characters and Theme: *The House on Mango Street*
- Honors Unit 5—Literary Connections: *Great Tales and Poems of Edgar Allan Poe*

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*

R.8.2. Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

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 2—Make Connections: “Rage or Reason: When Scientists Feud”
- Unit 3—Use Questioning: *A Long Walk to Water*
- 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 9—Compare and Contrast: *Throwing Shadows*
- Honors Unit 3—Author’s Purpose: *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion*

<ul style="list-style-type: none"> • Honors Unit 4—Make Connections: <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> • Honors Unit 5—Literary Connections: <i>Great Tales and Poems of Edgar Allan Poe</i> • Honors Unit 6—Reading a History Text: <i>A History of US: War, Peace, and all that Jazz 1918–1945</i> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 7H, Unit 5—Analyze Plot and Theme: <i>Soldier’s Heart</i> • Level 7H, Unit 6—Author’s Purpose: “Deadly Diseases”
<p>RL.8.3. In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p> <p>In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)</p>
<p>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:</p> <ul style="list-style-type: none"> • Unit 3—Use Questioning: <i>A Long Walk to Water</i> • Unit 9—Compare and Contrast: <i>Throwing Shadows</i> • Unit 12—Analyze Characters and Theme: <i>The House on Mango Street</i> <p>A primary focus of the following lessons is analyzing how a text makes connections among and distinctions between individuals, ideas, or events:</p> <ul style="list-style-type: none"> • Unit 2—Make Connections: “Rage or Reason: When Scientists Feud” • Unit 10—Causes and Effects: <i>The Johnstown Flood: Core Events of a Deadly Disaster</i> • Honors Unit 6—Reading a History Text: <i>A History of US: War, Peace, and all that Jazz 1918–1945</i> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 7H, Unit 2—Reading a Play: <i>Novio Boy</i> • Level 7H, Unit 3—Make Connections: <i>The Dust Bowl</i> • Level 7H, Unit 5—Analyze Plot and Theme: <i>Soldier’s Heart</i>
<p>Craft and Structure</p>
<p>RL.8.4. Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)</p>
<p>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):</p> <ul style="list-style-type: none"> • Unit 1—Clarify Words and Ideas: “The Magic of Language” • Unit 3—Use Questioning: <i>A Long Walk to Water</i> • Unit 11—Analyze Arguments: “Great Speeches” • Unit 12—Analyze Characters and Theme: <i>The House on Mango Street</i> • Honors Unit 2—Clarify Complex Text: <i>The Prince and the Pauper</i> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 7H, Unit 1—Clarify Complex Text: “Oil Spill”
<p>RL.8.5. In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)</p>
<p>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:</p> <ul style="list-style-type: none"> • Unit 1—Clarify Words and Ideas: “The Magic of Language” • Unit 7—Problem and Solution: “Science and the City” • Unit 10—Causes and Effects: <i>The Johnstown Flood: Core Events of a Deadly Disaster</i> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 7H, Unit 6—Author’s Purpose: “Deadly Diseases”

RL.8.6. In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)

In informational texts, explain how an author’s geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI)

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:

- Unit 12—Analyze Characters and Theme: *The House on Mango Street*

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:

- Unit 2—Make Connections: “Rage or Reason: When Scientists Feud”
- 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 4—Make Connections: *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*
- Honors Unit 6—Reading a History Text: *A History of US: War, Peace, and all that Jazz 1918–1945*

Integration of Knowledge and Ideas

RL.8.7. Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL)

A primary focus of the following lessons is evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea:

- Unit 1—Clarify Words and Ideas: “The Magic of Language”
- Unit 5—Interpret Information: *Why Do We Fight? Conflict, War, and Peace* / “World War II and Denmark”
- Honors Unit 2—Clarify Complex Text: *The Prince and the Pauper*
- Honors Unit 5—Literary Connections: *Great Tales and Poems of Edgar Allan Poe*

For students reading on other grade levels:

- Level 6, Unit 6—Reading a Play: *The Miracle Worker*

Various lessons contain embedded or suggested background videos, providing opportunities to evaluate information presented through different media.

RL.8.8. Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

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:

- Unit 2—Make Connections: “Rage or Reason: When Scientists Feud”
- Unit 11—Analyze Arguments: “Great Speeches”
- Honors Unit 3—Author’s Purpose: *Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion*

RL.8.9. Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

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:

- Unit 5—Interpret Information: *Why Do We Fight? Conflict, War, and Peace* / “World War II and Denmark”
- Unit 10—Causes and Effects: *The Johnstown Flood: Core Events of a Deadly Disaster*
- Honors Unit 1—Reading Essays: This I Believe II: More Personal Philosophies of Remarkable Men and Women

Section III: Anchor Standards for Writing

Text Types and Purposes
Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
<p>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:</p> <ul style="list-style-type: none">• 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.
Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<p>The Reading Edge Middle Grades 2nd Edition provides students with opportunities to write for a variety of different modes such as descriptive writing, informative writing, persuasive writing, and reflective writing.</p> <ul style="list-style-type: none">• 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.
Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<p>The Reading Edge Middle Grades 2nd Edition provides students with a variety of tools and strategies to develop effective writing appropriate for purpose, mode, and audience. For example:</p> <ul style="list-style-type: none">• Writer’s guides with the criteria specific to writing to support a claim with reasons, writing to inform or explain, or writing a literary response.• Modeling for creating effective graphic organizers.• Peer feedback and editing checklists to revise their writing with their partners and teams.
Production and Distribution of Writing
Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
<p>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:</p> <ul style="list-style-type: none">• 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.

<ul style="list-style-type: none"> • 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.
<p>Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.</p>
<p>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.</p>
<p>Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others.</p>
<p>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.</p>
<p>Research to Build and Present Knowledge</p>
<p>Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.</p>
<p>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.</p>
<p>Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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.
<p>Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.</p>
<p>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:</p> <ul style="list-style-type: none"> • 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.

Section IV: Writing

Grade 6

Text Types and Purposes

W.6.1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During the lesson 5 writing project and test day, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, informational, or persuasive pieces.

W.6.2. Write text in a variety of modes:

- a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.
- b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.

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

- 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*

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:

- 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*

A primary focus of writing in the following lessons is to write responses to literature or creative pieces, citing story elements, dialogue, information about the characters, etc.:

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

W.6.3. Create writing that utilizes:

- a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.
- b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.
- c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.

- All Reading Edge writing projects focus on various aspects of creating a writing product, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.

Production and Distribution of Writing

W.6.4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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.

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.

W.6.6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.

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.

Integration of Knowledge and Ideas

W.6.7. Conduct short inquiry 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

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; 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

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards)

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

Grade 7

Text Types and Purposes

W.7.1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During the lesson 5 writing project and test day, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, informational, or persuasive pieces.

W.7.2. Write text in a variety of modes:

- Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.
- Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

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

- Unit 5—Create a Summary: “Machines: Can You Live Without Them?”
- Unit 10—Analyze Arguments: What Are the Issues with Genetic Technology?

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:

- 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: Secret American Indian Heroes of World War II
- 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

A primary focus of writing in the following lessons is to write responses to literature or creative pieces, citing story elements, dialogue, information about the characters, etc.:

- Unit 4—Analyze Plot and Theme: The Time Machine
- Unit 7—Word Choice: Neighborhood Odes: A Poetry Collection
- Unit 9—Point of View: New Found Land
- Honors Unit 2—Reading a Play: Novio Boy
- Honors Unit 5—Analyze Plot and Theme: Soldier’s Heart

W.7.3. Create writing that utilizes:

- a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
- b. Transitions: use a variety of appropriate transitions that connect and develop ideas.
- c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

- All Reading Edge writing projects focus on various aspects of creating a writing product, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.

Production and Distribution of Writing

W.7.4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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

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.

W.7.6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, 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.

Integration of Knowledge and Ideas

W.7.7. Conduct short inquiry 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

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)

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*

Grade 8

Text Types and Purposes

W.8.1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

- During the lesson 5 writing project and test day, students compose a variety of reflective, formal, or creative writing pieces for low-stakes or high-stakes purposes. Examples include descriptive essays, personal reflections, informational, or persuasive pieces.

W.8.2. Write text in a variety of modes:

- Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.

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

- 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*

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:

- 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*

A primary focus of writing in the following lessons is to write responses to literature or creative pieces, citing story elements, dialogue, information about the characters, etc.:

- Unit 9—Use Questioning: *Throwing Shadows*
- Unit 12—Analyze Characters and Theme: *The House on Mango Street*
- Honors Unit 2—Clarify Complex Text: *The Prince and the Pauper*
- Honors Unit 5—Literary Connections: *Great Tales and Poems of Edgar Allan Poe*

For students reading on other grade levels:

- Level 7H, Unit 1—Clarify Complex Text: “Oil Spill”
- Level 7H, Unit 3—Make Connections: *The Dust Bowl*

W.8.3. Create writing that utilizes:

- a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.
- b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.
- c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader.

- All Reading Edge writing projects focus on various aspects of creating a writing product, including organizing writing with introductions/conclusions, supporting ideas with reasons and evidence, using information from sources, using transitions to link ideas, use descriptive and domain specific vocabulary, and conventions of writing.

Production and Distribution of Writing

W.8.4. Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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.

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.

W.8.6. Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), 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.

Integration of Knowledge and Ideas

W.8.7. Conduct short inquiry 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.

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:

- 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

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; 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

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)

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 9—Compare and Contrast: *Throwing Shadows*
- Unit 10—Causes and Effects: *The Johnstown Flood: Core Events of a Deadly Disaster*
- Unit 12—Analyze Characters and Theme: *The House on Mango Street*
- 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

Section V: Anchor Standards for Speaking and Listening

Comprehension and Collaboration

Anchor Standard SL1: 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 SL2: 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

<p>about using the strategy to aid in their own reading.</p> <ul style="list-style-type: none"> • 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.
<p>Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<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"> • practice active listening, • help and encourage others, • everyone participates, • explain your ideas/tell why, and • complete tasks. <p>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.</p>
<p>Presentation of Knowledge and Ideas</p>
<p>Anchor Standard SL4: 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.</p>
<p>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.</p> <p>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.</p> <p>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.</p>
<p>Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>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.</p>

Section VI: Speaking and Listening

Grade 6	
Comprehension and Collaboration	
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	
<ul style="list-style-type: none"> a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). 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 an understanding of multiple perspectives through reflection and paraphrasing. 	
<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"> • practice active listening, • help and encourage others, • everyone participates, • explain your ideas/tell why, and • complete tasks. <p>Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion</p>	
SL.6.2. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	
<p>Students have a variety of opportunities to evaluate information presented in diverse media and formats:</p> <ul style="list-style-type: none"> • Reading Edge Middle Grades 2nd Edition components: background videos, fluency videos, Teamwork, Class Discussion, and Team Discussion 	
SL.6.3. Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
<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"> • practice active listening, • help and encourage others, • everyone participates, • explain your ideas/tell why, and • complete tasks. <p>Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, and Team Discussion</p>	
Presentation of Knowledge and Ideas	
SL.6.4. Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	
<p>Reading Edge Middle Grades 2nd Edition components: Teamwork, Class Discussion, Team Discussion, and lesson 7 self-selected reading</p>	
SL.6.5. Include multimedia components and visual displays in presentations to clarify and enhance information.	
<p>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.</p>	

Grade 7

Comprehension and Collaboration

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

- a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
- c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.
- d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, 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

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats 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

SL.7.3. Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

SL.7.4. Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

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

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant 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.

Grade 8

Comprehension and Collaboration

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

- Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
- Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.
- Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.
- Evaluate new information expressed by others and, when warranted, qualify or justify one's 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

SL.8.2. Analyze the purpose of information presented in diverse media and formats 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

SL.8.3. Understand and evaluate 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

SL.8.4. Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

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

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.

Section VII: Anchor Standards for Language

Knowledge of Language
Anchor Standard L1: 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
<p>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.</p> <ul style="list-style-type: none"> • 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 L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Related targeted skills: clarify vocabulary [CV]</p>
Anchor Standard L3: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
<p>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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Related targeted skills: clarify vocabulary [CV]</p>
Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<p>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</p>

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]

Conventions of Standardized English

Anchor Standard L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized 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:

- Writing project (lesson 5): 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.
- 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.

Anchor Standard L6: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized 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 5): 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.
- 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.

Section VIII: Language

Grade 6

Knowledge of Language

L.6.1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- d. Maintain consistency in style and tone.

The books selected for Reading Edge lessons reflect a variety of backgrounds and linguistic diversity.

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 5)
- 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

L.6.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. 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).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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*

L.6.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Interpret figures of speech (e.g., personification) in context.
- c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.
- d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, un wasteful, 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?”

<ul style="list-style-type: none"> • Unit 4—Word Choice: <i>Skeleton Man</i> • Honors Unit 5—Author’s Choices: <i>Rimshots: Basketball Pix, Rolls, and Rhythms</i> <p>For students reading on other grade levels:</p> <ul style="list-style-type: none"> • Level 4, Unit 1—Clarifying Words and Ideas: “The Skin You’re In” • Level 5, Unit 1—Clarifying Words and Ideas: <i>Sahara</i>
<p>L.6.4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</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>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:</p> <ul style="list-style-type: none"> • Unit 1—Clarifying Words and Ideas: “Where Are You Going? Why Do People Move?”
<p>Conventions of Standardized English</p>
<p>L.6.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> a. Use of objective, subjective, possessive, and intensive pronouns b. Strategies to improve expression in conventional language
<p>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:</p> <ul style="list-style-type: none"> • Writing project (lesson 5) • Two-Minute Edit (lessons 7 and 8)
<p>L.6.6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <ol style="list-style-type: none"> a. Commas, parentheses, and dashes b. Correct spelling
<p>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:</p> <ul style="list-style-type: none"> • Writing project (lesson 5) • Two-Minute Edit (lessons 7 and 8)

Grade 7

Knowledge of Language

L.7.1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. Maintain consistency in style and tone.
- d. When appropriate, eliminate wordiness and redundancy.

The books selected for Reading Edge lessons reflect a variety of backgrounds and linguistic diversity.

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 5)
- 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

L.7.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate

- a. 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).
- b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

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*

L.7.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.
- b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).

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*

L.7.4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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”

Conventions of Standardized English

L.7.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- a. Phrases and clauses
- b. Simple, compound, and complex sentences signaling differing relationships among ideas
- c. Recognizing and correcting 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 5)
- Two-Minute Edit (lessons 7 and 8)

L.7.6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Commas to separate coordinate adjectives
- b. Correct spelling

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 5)
- Two-Minute Edit (lessons 7 and 8)

Grade 8

Knowledge of Language

L.8.1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

- a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
- b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).
- c. 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).
- d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices.

The books selected for Reading Edge lessons reflect a variety of backgrounds and linguistic diversity.

<p>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:</p> <ul style="list-style-type: none"> • Writing project (lesson 5) • Two-Minute Edit (lessons 7 and 8) <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"> • Unit 1—Clarifying Words and Ideas: “The Magic of Language”
<p>Vocabulary Acquisition and Use</p>
<p>L.8.2. Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate</p> <ol style="list-style-type: none"> 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). Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
<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"> • Unit 1—Clarifying Words and Ideas: “The Magic of Language”
<p>L.8.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.
<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"> • Unit 1—Clarifying Words and Ideas: “The Magic of Language” • Honors Unit 2—Clarify Complex Text: <i>The Prince and the Pauper</i>
<p>L.8.4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</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"> • Unit 1—Clarifying Words and Ideas: “The Magic of Language”
<p>Conventions of Standardized English</p>
<p>L.8.5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <ol style="list-style-type: none"> Active and passive voice verbs Indicative, imperative, interrogative, conditional, and subjunctive mood verbs Recognizing and correcting shifts in verb voice and mood
<p>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:</p>

- Writing project (lesson 5)
- Two-Minute Edit (lessons 7 and 8)

L.8.6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- a. Punctuation to recognize a pause or break
- b. Ellipsis to indicate an omission
- c. Correct spelling

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 5)
- Two-Minute Edit (lessons 7 and 8)