

Focus Topic: RL – Reading Standards for Literature

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	6.RL.1	How do readers prepare for reading?	Readers use strategies to construct meaning	Ongoing observation & questioning during class discussions
TSW determine a theme or central idea of a text and how it is conveyed through particular details	6.RL.2	What can a reader do when they don't understand?	Authors write with different purposes in mind	Performance tasks
TSW provide a summary of the text distinct from personal opinions or judgments	6.RL.2			Self-Assessment
TSW describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	6.RL.3			Literature Connections
TSW determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	6.RL.4			Multiple Choice
TSW analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	6.RL.5			Projects
TSW explain how an author develops the point of view of the narrator or speaker in a text	6.RL.6			Journal Writing
TSW compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch	6.RL.7			
TSW compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics	6.RL.9			
TSW read and comprehend literature, including stories, dramas, and poems, in grades appropriate text complexity	6.RL.10			

Focus Topic: RI – Reading Standards for Informational Text

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	6.RI.1	How do readers reflect and respond?	Readers develop a deeper understanding through reflection of text	Ongoing observation & questioning during class discussions
TSW determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	6.RI.2	What connections do readers make?		Performance tasks
TSW analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	6.RI.3	How does reading influence us?		Self-Assessment
TSW determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	6.RI.4	Why do we need to evaluate what we read?		Literature Connections
TSW analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	6.RI.5			Multiple Choice
TSW determine an author's point of view or purpose in a text and explain how it is conveyed in the text	6.RI.6			Projects
TSW integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue	6.RI.7			Journal Writing
TSW trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not	6.RI.8			
TSW compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	6.RI.9			
TSW read and comprehend literary nonfiction in the grade appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range	6.RI.10			

Focus Topic: W - Writing

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write arguments to support claims with clear reasons and relevant evidence	6.W.1	How does the purpose influence the format of your writing?	Writing is a multi-stage process	Ongoing observation & questioning during class discussions
TSW introduce claim(s) and organize the reasons and evidence clearly	6.W.1.a	How can usage of spelling rules and patterns improve written communication?	People communicate through words	Performance tasks
TSW support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text	6.W.1.b		People rely on a variety of resources to obtain information	Self-Assessment
TSW use words, phrases, and clauses to clarify the relationships among claim(s) and reasons	6.W.1.c		Writers have a purpose for writing	Literature Connections
TSW establish and maintain a formal style	6.W.1.d		Writing is a multi-stage process	Multiple Choice
TSW provide a concluding statement or section that follows from the argument presented	6.W.1.e			Projects
TSW write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	6.W.2			Journal Writing
TSW introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	6.W.2.a			
TSW develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	6.W.2.b			
TSW use appropriate transitions to clarify the relationships among ideas and concepts	6.W.2.c			
TSW use precise language and domain-specific vocabulary to inform about or explain the topic	6.W.2.d			

Focus Topic:W – Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW establish and maintain a formal style	6.W.2.e			
TSW provide a concluding statement or section that follows from the information or explanation presented	6.W.2.f			
TSW write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	6.W.3			
TSW engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically	6.W.3.a			
TSW use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	6.W.3.b			
TSW use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	6.W.3.c			
TSW use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	6.W.3.d			
TSW provide a conclusion that follows from the narrated experiences or events	6.W.3.e			
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	6.W.4			
TSW develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	6.W.5			
TSW use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others	6.W.6			
TSW demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting	6.W.6			
TSW conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	6.W.7			

Focus Topic: W – Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW gather relevant information from multiple print and digital sources; assess the credibility of each source	6.W.8			
TSW quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	6.W.8			
TSW draw evidence from literary or informational texts to support analysis, reflection, and research	6.W.9			
TSW compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics	6.W.9.a			
TSW trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not	6.W.9.b			
TSW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	6.W.10			

Focus Topic: SL – Speaking & Listening

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly	6.SL.1	What impact does listening have?	Listening skills are critical for learning and communicating	Ongoing observation & questioning during class discussions
TSW come to discussions prepared, having read or studied required material	6.SL.1.a	How does the audience influence the format of your writing?	People communicate through speaking	Performance tasks

Focus Topic: SL – Speaking & Listening (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Multiple Choice
TSW explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	6.SL.1.a	In what ways are ideas communicated orally?		Self-Assessment
TSW follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	6.SL.1.b			Projects
TSW pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	6.SL.1.c			Journal Writing
TSW review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	6.SL.1.d			
TSW interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	6.SL.2			
TSW delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	6.SL.3			
TSW present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	6.SL.4			
TSW use appropriate eye contact, adequate volume, and clear pronunciation	6.SL.4			
TSW include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	6.SL.5			
TSW adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	6.SL.6			

Focus Topic: L - Language

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	6.L.1	What is the purpose of applying grammar and mechanics skills?	Written communication and proper grammar mechanics promote fluency of communication	Ongoing observation & questioning during class discussions
TSW ensure that pronouns are in the proper case (subjective, objective, possessive)	6.L.1.a	Where do words or phrases come from?		Performance tasks
TSW use intensive pronouns (e.g., <i>myself, ourselves</i>)	6.L.1.b	How can usage of spelling rules and patterns improve written communication?		Self-Assessment
TSW recognize and correct inappropriate shifts in pronoun number and person	6.L.1.c			Literature Connections
TSW recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	6.L.1.d			Multiple Choice
TSW recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language	6.L.1.e			Projects
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	6.L.2			Journal Writing
TSW use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements	6.L.2.a			
TSW spell correctly	6.L.2.b			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	6.L.3			
TSW vary sentence patterns for meaning, reader/ listener interest, and style	6.L.3.a			
TSW maintain consistency in style and tone	6.L.3.b			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies	6.L.4			

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	6.L.4.a			
TSW use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)	6.L.4.b			
TSW consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	6.L.4.c			
TSW 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)	6.L.4.d			
TSW demonstrate understanding of figurative language, word relationships, and nuances in word meanings	6.L.5			
TSW interpret figures of speech (e.g., personification) in context	6.L.5.a			
TSW use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words	6.L.5.b			
TSW distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)	6.L.5.c			
TSW acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	6.L.6			
TSW gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	6.L			

RH. Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)

TSW cite specific textual evidence to support analysis of primary and secondary sources
TSW determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
TSW identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
TSW determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
TSW describe how a text presents information (e.g., sequentially, comparatively, causally)
TSW identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
TSW integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
TSW distinguish among fact, opinion, and reasoned judgment in a text
TSW analyze the relationship between a primary and secondary source on the same topic
TSW read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

RST. Reading Standards for Literacy in Science and Technical Subjects (Grades 6-8)

	6	7	8
TSW cite specific textual evidence to support analysis of science and technical texts			
TSW determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions			
TSW follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks			
TSW determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade appropriate texts and topics			
TSW analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic			
TSW analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text			
TSW integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)			
TSW distinguish among facts, reasoned judgment based on research findings, and speculation in a text			
TSW compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic			
TSW read and comprehend science/technical texts in the grade appropriate text complexity band independently and proficiently			

WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)

TSW write arguments focused on <i>discipline-specific content</i>
TSW introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
TSW support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
TSW establish and maintain a formal style
TSW provide a concluding statement or section that follows from and supports the argument presented
TSW write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
TSW introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
TSW develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
TSW use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
TSW use precise language and domain-specific vocabulary to inform about or explain the topic
TSW establish and maintain a formal style and objective tone
TSW provide a concluding statement or section that follows from and supports the information or explanation presented
TSW produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
TSW 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
TSW use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently
TSW conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
TSW gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source

WHST. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (Grades 6-8)
TSW quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
TSW draw evidence from informational texts to support analysis reflection, and research
TSW write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Reading (Grades K-8)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
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
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

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
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
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
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression