



# LANGUAGE ARTS SCOPE & SEQUENCE Grades 6 - 8

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The “Sequence of Units” provides a snapshot of the recommended pacing of instruction across a year.
- The unpacking section contains rich information and examples of what the standard means; this section is an essential component to help both teachers and students understand the standards.

The progressions provide valuable information for pre-assessment as well as information on what follows

**Standard 1:** Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts

**Standard 2:** Learners understand that the application of writing skills and strategies empower us to create a variety of texts

**Standard 3:** Learners are able to apply listening and speaking skills and strategies to communicate effectively (transdisciplinary)

**Standard 4:** Learners understand that conventions enable us to communicate effectively

## Grade 6 Units

| Concepts | Identity                       | Perspectives      | Power of Words | Truth           |
|----------|--------------------------------|-------------------|----------------|-----------------|
| Writing  | Historical Fiction Short Story | Persuasive Speech | Poetry         | Feature Article |
| Reading  | Historical Fiction             | Realistic Fiction | Poetry         | Research        |

**Grade 7 Units**

| Concepts | Identity     | Perspectives      | Power of Words                     | Truth                                       | ??              |
|----------|--------------|-------------------|------------------------------------|---|-----------------|
| Writing  | Biographical | Persuasive Letter | Realistic Fiction<br>(short story) | Script for presentation<br>i.e. TEDx or PSA | Creative Poetry |
| Reading  | Biographies  | Research          | Realistic Fiction                  | Poetry                                      |                 |

**Grade 8 Units**

| Concepts | Power                 | Human Rights                                | Conflict                | Fairness | Identity              |
|----------|-----------------------|---|-------------------------|----------|-----------------------|
| Writing  | Dystopian Short Story | Script for presentation i.e.<br>TEDx or PSA | Info Graphic Article    | Poetry   | Memoir                |
| Reading  | Dystopian Fiction     | Research                                    | Play Scripts / Analysis | Poetry   | Narrative Non-Fiction |

| Standard 1: Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts   |  |  |   |
|---|--|--|---|
| Benchmarks  | Performance Indicators   |  |   |
|   | Grade 6  | Grade 7  | Grade 8   |
| Reading Literacy (RL)   | Key Ideas and Details  |  |   |
| <b>1.1</b><br>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 text. | <b>6.RL.1</b><br>a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>7.RL.1</b><br>a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            | <b>8.RL.1</b><br>a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
| <b>1.2</b><br>Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.  | <b>6.RL.2</b><br>a. Determine a theme or central idea of a text and how it is conveyed through particular details.<br>b. Provide a summary of the text distinct from personal opinions or judgments. | <b>7.RL.2</b><br>a. Determine a theme or central idea of text and analyze its development over the course of the text.<br>b. Provide an objective summary of the text. | <b>8.RL.2</b><br>a. Determine a theme or central idea of text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.<br>b. Provide an objective summary of the text. |
| <b>1.3</b><br>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | <b>6.RL.3</b><br>a. 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 progresses.                        | <b>7.RL.3</b><br>a. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                    | <b>8.RL.3</b><br>a. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  |
|   | Craft and Structure  |  |   |
| <b>1.4</b>  | <b>6.RL.4</b>  | <b>7.RL.4</b>  | <b>8.RL.4</b>   |

|  |  |  |  |
|--|--|--|--|
| Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                  | a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.<br>b. Analyze the impact of a specific word choice on meaning and tone.   | a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.<br>b. Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | a. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.<br>b. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| <b>1.5</b><br>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. | <b>6.RL.5</b><br>a. 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.  | <b>7.RL.5</b><br>a. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  | <b>8. RL.5</b><br>a. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  |
| <b>1.6</b><br>Explain how an author develops the point of view of the narrator or speaker in a text.   | <b>6.RL.6</b><br>a. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  | <b>7.RL.6</b><br>a. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  | <b>8.RL.6</b><br>a. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.                                       |
| <b>Integration of Knowledge and Ideas</b>  |  |  |  |
| <b>1.7</b><br>Integrate and evaluate content presented in diverse formats and media, including print and digital resources.  | <b>6.RL.7</b><br>a. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see “ and “hear” when reading the text to what they perceive when they listen or watch. | <b>7.RL.7</b><br>a. Compare and contrast written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                              | <b>8.RL.7</b><br>a. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.                                     |
| <b>1.8</b><br>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.                           | <b>6.RL.8</b><br>Not applicable to Literature  | <b>7.RL.8</b><br>Not applicable to Literature  | <b>8.RL.8</b><br>Not applicable to Literature  |

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| <b>1.9</b><br>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.   | <b>6.RL.9</b><br>a. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  | <b>7.RL.9</b><br>a. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fictions use or alter history.                            | <b>8.RL.9</b><br>a. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works including describing how the material is rendered new.      |
| <b>Range of Reading and Level of Text Complexity</b>  |  |  |  |
| <b>1.10</b><br>Read and comprehend complex literary and information texts independently and proficiently.   | <b>6.RL.10</b><br>a. By the end of the year, read proficiently and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band, with scaffolding as needed at the high end of the range. (DRA Level 60) | <b>7.RL.10</b><br>a. By the end of the year, read proficiently and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity band, with scaffolding as needed at the high end of the range. (DRA Level 70) | <b>8.RL.10</b><br>a. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band. (DRA Level 80)             |
| <b>Key Ideas and Details</b>  |  |  |  |
| <b>Reading Information (RI)</b>   |  |  |  |
| <b>1.11</b><br>Read closely to determine what the text says explicitly and to make logical references from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text | <b>6.RI.1</b><br>a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>7.RI.1</b><br>a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>8.RI.1</b><br>a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <b>1.12</b><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | <b>6.RI.2</b><br>a. Determine a central idea of a text and how it is conveyed through particular details.<br>b. Provide a summary of the text distinct from personal opinions.   | <b>7.RI.2</b><br>a. Determine a central idea of a text and analyze its development over the course of a text.<br>b. Provide an objective summary of the text.  | <b>8.RI.2</b><br>a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.<br>b. Provide an objective summary of the text. |
| <b>1.13</b>   | <b>6.RI.3</b>  | <b>7.RI.3</b>  | <b>8.RI.3</b>  |

|   |   |   |   |
|---|---|---|---|
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | a. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).   | a. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   | a. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).   |
| <b>Craft and Structure</b>  |   |   |   |
| <b>1.14</b><br>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.     | <b>6.RI.4</b><br>a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.   | <b>7.RI.4</b><br>a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.       | <b>8.RI.4</b><br>a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| <b>1.15</b><br>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. | <b>6.RI.5</b><br>a. 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.                | <b>7.RI.5</b><br>a. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  | <b>8.RI.5</b><br>a. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   |
| <b>1.16</b><br>Access how a point of view or purpose shapes the concept and style of a text.  | <b>6.RI.6</b><br>a. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  | <b>7.RI.6</b><br>a. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  | <b>8.RI.6</b><br>a. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  |
| <b>Integration of Knowledge and Ideas</b>   |   |   |   |
| <b>1.17</b><br>Integrate and evaluate concept presented in diverse formats and media, including print and digital resources.  | <b>6.RI.7</b><br>a. 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. | <b>7.RI.7</b><br>a. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | <b>8.RI.7</b><br>a. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  |
| <b>1.18</b>   | <b>6.RI.8</b>   | <b>7.RI.8</b>   | <b>8.RI.8</b>   |

|   |   |   |   |
|---|---|---|---|
| <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency and of the evidence.</p> | <p>a. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>   | <p>a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>                                  | <p>a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.<br/>b. Recognize when irrelevant evidence is introduced.</p> |
| <p><b>1.19</b><br/>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>                | <p><b>6.RI.9</b><br/>a. Compare and contrast one author's presentation of events with that of another (e.g., a biography on the same person).</p>   | <p><b>7.RI.9</b><br/>a. Analyze how two or more author's writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> | <p><b>8.RI.9</b><br/>a. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.</p>                        |
| <b>Range of Reading and Level of Text Complexity</b>  |   |   |   |
| <p><b>1.20</b><br/>Read and comprehend complex literary and information texts independently and proficiently.</p>   | <p><b>6.RI.10</b><br/>a. By the end of the year, read proficiently and comprehend literary nonfiction in the grades 6-8 text complexity band, with scaffolding as needed at the high end of the range. (DRA Level 60)</p> | <p><b>7.RI.10</b><br/>a. By the end of the year, read proficiently and comprehend literary nonfiction in the grades 6-8 text complexity band, with scaffolding as needed at the high end of the range. (DRA Level 70)</p> | <p><b>8.RI.10</b><br/>a. By the end of the year, read independently and proficiently and comprehend literary nonfiction at the high end of the grade 6-8 text complexity band. (DRA Level 80)</p>                           |