

6-8 College and Career Readiness Anchor Standard	Sixth		Seventh		Eighth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details							
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sixth grade students will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text. At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading. Seventh grade students take notice of the author's use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Eighth grade students will analyze a text for a central theme or idea and support their analysis with strong textual evidence. Students will learn that evidence is considered strong when it both convinces the reader and effectively expresses the central ideas or theme(s) of the text. To achieve this, students will first read closely in order to determine both explicit and inferred meanings of a text. This process involves determining the author's purpose and overall message of the text. Students may choose to mark the text as they read in order to guide their thinking. For example, students may mark repeated ideas or patterns and inferred meanings as they read. Based upon their analysis, students may then determine the author's purpose, overall message of the text, and which details best support this meaning. Work like this may involve students sorting textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or	
	CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	
	CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.					

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		<p>students learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support from the text for their comments during a class discussion. In this way, students begin the practice of referring to the text for support. Students in the sixth grade learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. In order to do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, sixth graders are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment.</p>		<p>development of the author's theme over time within a text.</p> <p>Seventh grade students read the text closely so as to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. In order to do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.</p>		<p>theme. Once students are able to distinguish between the varying levels of textual strength, they move toward mastering the standard independently. Repeated modeling through think-alouds and guided practice will aid students in this process.</p> <p>Students need to be able to determine the central idea or theme of a text. To do this work, students will record repeated messages or patterns they observe within various story elements. Students will note of how recurring interpersonal conflicts between characters, changing settings, and plot twists all influence/shape the theme and guide the reader toward realizing the theme in its entirety. Once students begin to realize the central idea, they should reflect on how the writer used such recurring patterns through the subtle avenues of setting, characterization and plot to slowly reveal it indirectly. Students will then be able to write objective summaries revealing the sequential development of a theme through description of characters,</p>
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		<p>Sixth graders will observe and analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p>				<p>setting, and plot. Students may use a story map as a guide to outlining the story's thematic development.</p> <p>To master this, students will be able to determine how specific events or dialogue significantly impact the development of a story. Students may demonstrate this knowledge by determining critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story. Once students have determined these critical moments, they should be able to explain the cause/effect result in relation to the story's plot or development. To do this work, students may band together in groups and highlight or mark the text those moments and/or scenes which they deem to be turning points (and explain why).</p>

Craft and Structure

<p>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining</p>	<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative</p>	<p>As students read texts in sixth grade, they are expected to determine and interpret the meaning of</p>	<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative</p>	<p>Students in seventh grade strengthen their ability to understand the meaning of an author's words.</p>	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative</p>	<p>To interpret a writer's style and word choice, eighth grade students will work to gain insight into how the</p>
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<p>technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Students should begin to understand the impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Mini-lessons on figurative language assist sixth graders as they apply this skill during independent reading.</p> <p>Students in sixth grade are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may use graphic organizers to assist students with the practice of identifying part to whole and whole to part</p>	<p>and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.</p>	<p>and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>writer uses figurative language, how he creates a „sub-story" or „story-within-a-story" and why he may refer to an alternate text in his writing. To achieve this, students will learn to identify words and phrases that create/reveal a variety of tones. Once students can see the link between word choice and tone, they will be prepared to analyze multiple texts in which textual references, via allusion or allegory, are present. Through partner, small group, or whole class discussions, students should then debate the why of that inclusion. Essential questions for this discussion may be: why does the writer relate his or her text to another through analogy or allusion; what purpose does making this text-to-text connection serve. Finally, students should demonstrate their mastery of this standard by independently analyzing how a writer's use of language creates meaning within a text.</p> <p>For this standard, students will understand how and why writers construct texts using a variety of</p>
	<p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>		<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	
	<p>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		<p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	

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		<p>relationships. Students also observe how the individual components of the text add to the development of the theme, setting, and plot. For example, students may observe how a pivotal scene within a work may alter the course of the plot, re-shaping the story. As students hone this skill, they see with greater clarity how individual elements of a text contribute and influence the development of the theme, setting, and plot.</p> <p>Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/ style would change if the narrator's point-of-view shifted to an alternate point-of-view. For example, students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: Would this scene evoke the same reaction in the reader if told from 3rd</p>		<p>Students in seventh grade pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill.</p> <p>Seventh grade students</p>		<p>structures and how each choice affects the style and meaning of the text. To master this, students must first identify the narrative structures and choice of literary techniques the writer uses in his story. Careful analysis may include examining how chapter titles reflect the central idea or theme, how writers use text layout to affect meaning, and how the length and pace of chapters coincide with the movement of the plot. Once students can identify the structure(s) the writer uses, they should then work to compare and contrast two or more texts with different structures. Students should ask themselves why the writer may have made specific structural choices and how these choices affect the reader's understanding of a text. For example, students may discuss how and why different writers use cliff-hangers to extend the climactic moments of the text. Or, students may observe how one text may begin with a character involved in a flashback, while another text may end a story with one. Students may compare and contrast</p>

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		person point-of-view? How does 1st person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?		observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.		how each approach affects the story and the reader. Students will understand the role of point-of-view in a given text. They should be guided to see how the point-of-view is essentially the lens through which the reader is allowed to see the story. In order to do this work, students may examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what "they" (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they are ready to discuss those techniques writers use in order to experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and moods within the piece.
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Integration of Knowledge and Ideas

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when	Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Teachers may engage the students by teaching a thematic unit. Teachers may integrate a variety of	RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting,	Students in seventh grade build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Students will understand how any given literary text can be transformed into and presented as another art form entirely; perhaps via film or live performance. To first understand how performed
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	reading the text to what they perceive when they listen or watch.	audio and/or visual materials based upon the text so as to appeal to students' senses. For example, in a particular unit, students may read sections of a novel on the topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they see and hear to what they listen to and watch.	sound, color, or camera focus and angles in a film).	through multiple and varied formats (written, audio, staged, multimedia). They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content.		literature requires a different approach than written literature, students should be exposed to each medium and then be asked to assess and reflect upon the similarities and differences between them. For example, students could read a piece of literature and record their impressions as a reader. What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed these impressions? Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created based off of the visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image. Furthermore, they may notice that particular scenes and characters have been omitted and then analyze the reason behind those omission(s) and
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RL.6.8 (Not applicable to literature)		RL.7.8 (Not applicable to literature)		RL.8.8 (Not applicable to literature)	
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Sixth grade students should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer. Students may also choose to investigate the authors' dissimilar backgrounds that inspire such works (themes) and compare/contrast how each author infuses their philosophy and persona into their work.	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	They should also be able to explain what makes each medium unique. Seventh grade students notice the similarities and differences between historical fiction and a factual text. Students may read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	

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						<p>alterations. To extend this standard, students could take text from a screenplay and attempt to convert it into written literature. This activity encourages students to look deeper into the purpose behind the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting.</p> <p>Eighth grade students will understand the timeless nature of literary themes. Specifically, they should be able to observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works. To master this, students must first be exposed to a variety of texts of varying formats and time periods that all focus around a common literary theme, such as love, friendship, or perseverance. As students read and discuss these texts, they should consider the author's message about life. Once students have identified an overall theme of a text, they should examine how the writer created that theme.</p>

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						<p>Students should specifically look for patterns of events, conflicts, or character types when choosing evidence of a theme. The final step of this standard involves students looking closely at the genres of myths, traditional stories, or religious works and determining how writers modernized their presentation of the theme while still holding true to the characteristics of that genre. As students read these texts, they should note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach.</p>
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Range of reading and Level of text Complexity

<p>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</p>	<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students will be able to</p>	<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students will be able to</p>	<p>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students will be able to</p>
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		<p>determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>		<p>determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>		<p>determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when encountering difficult text.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>
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