

# **SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE**

## **GRADES 6-8**

Created using the Common Core Standards for English Language Arts

### **How to Read the SVSU ELA Local Curriculum Framework (based on Common Core State Standards)**

This framework provides an overview of the local interpretation of the ELA CCSS. The standards within each strand are grouped by topic and are in the same order as they appear in the Common Core State Standards for ELA. This document is not intended to convey the exact order in which the standards will be taught, nor the length of time devoted to the study of each standard.

#### ***The framework contains the following:***

**Strands** Specific areas of English/Language Arts instruction: Reading, Writing, Speaking & Listening, Language.

**Clusters** are groups of related standards. A description of each cluster appears in the left column.

**Standards** define what students should understand and be able to do.

**Essential Skills and Knowledge** is the local interpretation of the standard by the SVSU ELA Curriculum Committee. In the event that a standard or a portion of a standard was self-explanatory NO interpretation was given. However, it is the expectation that the entire standard is addressed.

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### READING LITERATURE: Key Ideas and Details

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS.ELA-Literacy.RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS.ELA-Literacy.RL.8.1</b> 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>Essential Skills and Knowledge:</b> Cite textual (narrative) evidence to support a claim.	<b>Essential Skills and Knowledge:</b> Cite textual (narrative) evidence to support a claim.	<b>Essential Skills and Knowledge:</b> Cite textual (narrative) evidence to support a claim.
<b>CCSS.ELA-Literacy.RL.6.2</b> 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.	<b>CCSS.ELA-Literacy.RL.7.2</b> 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.	<b>CCSS.ELA-Literacy.RL.8.2</b> 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.
<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine theme and character. Write an objective summary.	<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine theme and character. Write an objective summary.	<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine theme and character. Write an objective summary.
<b>CCSS.ELA-Literacy.RL.6.3</b> 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.	<b>CCSS.ELA-Literacy.RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>CCSS.ELA-Literacy.RL.8.3</b> 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.
<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine plot and author's use of style.	<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine plot and author's use of style.	<b>Essential Skills and Knowledge:</b> Cite textual evidence to determine plot and author's use of style.

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### **READING LITERATURE: Craft and Structure**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CCSS.ELA-Literacy.RL.6.4</b> 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.	<b>CCSS.ELA-Literacy.RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>CCSS.ELA-Literacy.RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>Essential Skills and Knowledge:</b> Apply the knowledge of figurative and connotative meanings as well as specific word choice to gain meaning from the text (narrative).	<b>Essential Skills and Knowledge:</b> Apply the knowledge of figurative and connotative meanings as well as specific word choice to gain meaning from the text (narrative).  Demonstrate an understanding of rhymes and repetitions of sounds on text (narrative).	<b>Essential Skills and Knowledge:</b> Apply the knowledge of figurative and connotative meanings as well as specific word choice to gain meaning from the text (narrative).  Demonstrate an understanding of literary allusions across multiple texts and how they can affect meaning and tone.
<b>CCSS.ELA-Literacy.RL.6.5</b> 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>CCSS.ELA-Literacy.RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	<b>CCSS.ELA-Literacy.RL.8.5</b> 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>Essential Skills and Knowledge:</b> Use a sentence, chapter, scene from the text (narrative) to make a prediction about theme, setting, or plot.	<b>Essential Skills and Knowledge:</b> Use a sentence, chapter, scene from the text (narrative) to determine or prediction about theme, setting, or plot.	<b>Essential Skills and Knowledge:</b> Compare two or more narrative texts (eg., poems, essays, short stories, passages) and analyze how the differing structures contribute to their respective meaning and style.

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<b>CCSS.ELA-Literacy.RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<b>CCSS.ELA-Literacy.RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>CCSS.ELA-Literacy.RL.8.6</b> 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>Essential Skills and Knowledge:</b> Identify first or third person narration and how it impacts the text (narrative).	<b>Essential Skills and Knowledge:</b> Analyze how an author uses first or third person narration and how it impacts the text (narrative).	<b>Essential Skills and Knowledge:</b> Analyze how an author uses first or third person narration and how it impacts the text (narrative). Also, consider the reader's perspective and how it affects interpretation.

### READING LITERATURE: Integration of Knowledge and Ideas

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or long 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>CCSS.ELA-Literacy.RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>CCSS.ELA-Literacy.RL.8.7</b> 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>Essential Skills and Knowledge:</b> Compare and contrast different genres to different mediums.	<b>Essential Skills and Knowledge:</b> Compare and contrast different genres and how they are affected by different mediums.	<b>Essential Skills and Knowledge:</b> Compare and contrast different genres and how they are affected by different mediums, and note divergences/ interpretation differences between the mediums.

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R.L. 6.8-8.8 (not applicable to literature)		
<b>CCSS.ELA-Literacy.RL.6.9</b> Compare and contrasts texts in different forms or genres (e.e., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>CCSS.ELA-Literacy.RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>CCSS.ELA-Literacy.RL.8.9</b> 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.
<b>Essential Skills and Knowledge:</b> Compare and contrast different genres with similar themes and topics.	<b>Essential Skills and Knowledge:</b> Identify the liberties authors use when writing historical fiction.	<b>Essential Skills and Knowledge:</b> Analyze how motifs and themes transcend literary time periods.

### READING LITERATURE: Range of Reading and Level of Text Complexity

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RL.6.10</b> 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.	<b>CCSS.ELA-Literacy.RL.7.10</b> 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.	<b>CCSS.ELA-Literacy.RL.8.10</b> 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.
<b>Essential Skills and Knowledge:</b> 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 <b>scaffolding</b> as needed at the high end of the range.	<b>Essential Skills and Knowledge:</b> 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 <b>scaffolding</b> as needed at the high end of the range.	<b>Essential Skills and Knowledge:</b> 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 <b>independently</b> and proficiently.

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### READING INFORMATIONAL TEXT: Key Ideas and Details

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS.ELA-Literacy.RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>CCSS.ELA-Literacy.RI.8.1</b> 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>Essential Skills and Knowledge:</b> Cite evidence from the text that answers literal and inferential questions..	<b>Essential Skills and Knowledge:</b> Cite evidence from the text that answers literal and inferential questions.	<b>Essential Skills and Knowledge:</b> Cite evidence from the text that answers literal and inferential questions.
<b>CCSS.ELA-Literacy.RI.6.2</b> 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.	<b>CCSS.ELA-Literacy.RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>CCSS.ELA-Literacy.RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>Essential Skills and Knowledge:</b> Summarize text including details that support the central idea.	<b>Essential Skills and Knowledge:</b> Identify the topic of a text including central ideas and details.	<b>Essential Skills and Knowledge:</b> Sequence main ideas in relation to an identified topic in an objective summary.
<b>CCSS.ELA-Literacy.RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>CCSS.ELA-Literacy.RI.7.3</b> 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).	<b>CCSS.ELA-Literacy.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Essential Skills and Knowledge:</b> Explain connections between events, ideas, and individuals. Explain procedural steps in historical, scientific or technical text.	<b>Essential Skills and Knowledge:</b> Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.	<b>Essential Skills and Knowledge:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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<b>CCSS.ELA-Literacy.RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>CCSS.ELA-Literacy.RI.7.3</b> 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).	<b>CCSS.ELA-Literacy.RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Essential Skills and Knowledge:</b> Explain connections between events, ideas, and individuals. Explain procedural steps in historical, scientific or technical text.	<b>Essential Skills and Knowledge:</b> Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text.	<b>Essential Skills and Knowledge:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### READING INFORMATIONAL TEXT: Craft and Structure

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RI.6.4</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>CCSS.ELA-Literacy.RI.7.4</b> 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>CCSS.ELA-Literacy.RI.8.4</b> 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>Essential Skills and Knowledge:</b> Explain the meaning of the <b>content</b> specific words and phrases in a text for reading comprehension.	<b>Essential Skills and Knowledge:</b> Identify the meaning of <b>content</b> specific words and phrases in a text for reading comprehension.	<b>Essential Skills and Knowledge:</b> Identify the meaning of <b>content</b> specific words, phrases and pictures in a text for reading comprehension.
<b>CCSS.ELA-Literacy.RI.6.5</b> 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>CCSS.ELA-Literacy.RI.7.5</b> 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>CCSS.ELA-Literacy.RI.8.5</b> 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>Essential Skills and Knowledge:</b> Use text features for reading comprehension.	<b>Essential Skills and Knowledge:</b> Use text features for reading comprehension.	<b>Essential Skills and Knowledge:</b> Use text features for reading comprehension.

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<b>CCSS.ELA-Literacy.RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>CCSS.ELA-Literacy.RI.7.6</b> 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>CCSS.ELA-Literacy.RI.8.6</b> 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>Essential Skills and Knowledge:</b> Determine an author's credibility/bias in understanding purpose.	<b>Essential Skills and Knowledge:</b> Determine an author's credibility/bias in understanding purpose.	<b>Essential Skills and Knowledge:</b> Determine an author's credibility/bias in understanding the purpose. Identify author's response to conflicting points of view.

### READING INFORMATIONAL TEXT: Integration of Knowledge and Ideas

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.RI.6.7</b> 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>CCSS.ELA-Literacy.RI.7.7</b> 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>CCSS.ELA-Literacy.RI.8.7</b> 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>Essential Skills and Knowledge:</b> Describe the similarities and differences between print and multimedia presentations pertaining to a topic or idea.	<b>Essential Skills and Knowledge:</b> Describe the similarities and differences between print and multimedia presentations pertaining to a topic or idea.	<b>Essential Skills and Knowledge:</b> Describe the similarities and differences between print and multimedia presentations pertaining to a topic or idea.
<b>CCSS.ELA-Literacy.RI.6.8</b> 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.	<b>CCSS.ELA-Literacy.RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>CCSS.ELA-Literacy.RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<b>Essential Skills and Knowledge:</b> Distinguish between fact and opinion; evaluate author's credibility based on evidence.	<b>Essential Skills and Knowledge:</b> Distinguish between fact and opinion; evaluate author's credibility based on relevant evidence.	<b>Essential Skills and Knowledge:</b> Distinguish between fact and opinion; evaluate author's credibility based on relevant and/or irrelevant evidence.

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<b>CCSS.ELA-Literacy.RI.6.9</b> 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).	<b>CCSS.ELA-Literacy.RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>CCSS.ELA-Literacy.RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>Essential Skills and Knowledge:</b> Compare and contrast the same topic by two different authors.	<b>Essential Skills and Knowledge:</b> Describe similarities and differences between two related works (e.g., biography and an autobiography).	<b>Essential Skills and Knowledge:</b> Analyze differences between two related works.

### **READING INFORMATIONAL TEXT: Range of Reading and Level of Text Complexity**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CCSS.ELA-Literacy.RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>CCSS.ELA-Literacy.RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>CCSS.ELA-Literacy.RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
<b>Essential Skills and Knowledge:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Essential Skills and Knowledge:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Essential Skills and Knowledge:</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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### WRITING: Text Types and Purposes

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>CCSS.ELA-Literacy.W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>CCSS.ELA-Literacy.W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.
<b>Essential Skills and Knowledge:</b> Introduce claim(s) and organize the reasons and evidence clearly.  Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  Establish and maintain a formal style.  Provide a concluding statement or section that follows from the argument presented.	<b>Essential Skills and Knowledge:</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  Establish and maintain a formal style.  Provide a concluding statement or section that follows from and supports the argument presented.	<b>Essential Skills and Knowledge:</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  Establish and maintain a formal style.  Provide a concluding statement or section that follows from and supports the argument presented.
<b>CCSS.ELA-Literacy.W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>CCSS.ELA-Literacy.W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>CCSS.ELA-Literacy.W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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<p><b>Essential Skills and Knowledge:</b> 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.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>Essential Skills and Knowledge:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Essential Skills and Knowledge:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><b>CCSS.ELA-Literacy.W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>CCSS.ELA-Literacy.W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>CCSS.ELA-Literacy.W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

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

Grade 6	Grade 7	Grade 8
<p><b>CCSS.ELA-Literacy.W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Reference language standards 1-6.)</p>	<p><b>CCSS.ELA-Literacy.W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Reference language standards 1-6.)</p>	<p><b>CCSS.ELA-Literacy.W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Reference language standards 1-6.)</p>

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<b>Essential Skills and Knowledge</b> (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Reference language standards 1-6.)	<b>Essential Skills and Knowledge</b> (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Reference language standards 1-6.)	<b>Essential Skills and Knowledge</b> (Grade-specific expectations for writing types are defined in standards 1-3 above.) (Reference language standards 1-6.)
<b>CCSS.ELA-Literacy.W.6.5</b> 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. (Reference language standards 1-6)	<b>CCSS.ELA-Literacy.W.7.5</b> 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. (Reference language standards 1-6)	<b>CCSS.ELA-Literacy.W.8.5</b> 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. (Reference language standards 1-6)
<b>Essential Skills and Knowledge:</b> Students will accept feedback from peers and teachers and implement revisions.	<b>Essential Skills and Knowledge:</b> Students will accept feedback from peers and teachers, with specific emphasis on audience and purpose, and implement revisions.	<b>Essential Skills and Knowledge:</b> Students will accept feedback from peers and teachers, with specific emphasis on audience and purpose, and implement revisions.
<b>CCSS.ELA-Literacy.W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>CCSS.ELA-Literacy.W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>CCSS.ELA-Literacy.W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<b>Essential Skills and Knowledge:</b> Students will know how to access collaborative writing, publishing, and editing programs. They will also be able to use the computer specific formatting techniques for purpose and effectiveness. Use MLA format.	<b>Essential Skills and Knowledge:</b> Students will know how to access collaborative writing, publishing, and editing programs. They will also be able to use the computer specific formatting techniques for purpose and effectiveness. Use MLA format.	<b>Essential Skills and Knowledge:</b> Students will know how to access collaborative writing, publishing, and editing programs. They will also be able to use the computer specific formatting techniques for purpose and effectiveness. Use MLA format.

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### WRITING: Research to Build and Present Knowledge

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>CCSS.ELA-Literacy.W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>CCSS.ELA-Literacy.W.8.7</b> 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.
<b>Essential Skills and Knowledge:</b> Develop self-generated, focused, and targeted question(s) as a springboard for informational/expository and argumentative writing. Use multiple, credible, and student-vetted sources.	<b>Essential Skills and Knowledge:</b> Develop self-generated, focused, and targeted question(s) as a springboard for informational/expository and argumentative writing. Use multiple, credible, and student-vetted sources. In various ways, students will document additional questions as a result of their research.	<b>Essential Skills and Knowledge:</b> Develop self-generated, focused, and targeted question(s) as a springboard for informational/expository and argumentative writing. Use multiple, credible, and student-vetted sources. In various ways, students will document additional questions as a result of their research.
<b>CCSS.ELA-Literacy.W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>CCSS.ELA-Literacy.W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>CCSS.ELA-Literacy.W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>Essential Skills and Knowledge:</b> Students use MLA format for works cited pages and in-text citation.	<b>Essential Skills and Knowledge:</b> Students use MLA format for works cited pages and in-text citation.	<b>Essential Skills and Knowledge:</b> Students use MLA format for works cited pages and in-text citation.

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<b>CCSS.ELA-Literacy.W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>CCSS.ELA-Literacy.W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>CCSS.ELA-Literacy.W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Essential Skills and Knowledge:</b> Also see standard RL/I6.1 for Standard application.	<b>Essential Skills and Knowledge:</b> Also see standard RL/I7.1 for Standard application.	<b>Essential Skills and Knowledge:</b> Also see standard RL/I8.1 for Standard application.

### WRITING: Range of Writing

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>CCSS.ELA-Literacy.W.7.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>CCSS.ELA-Literacy.W.8.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Essential Skills and Knowledge:</b> Students will practice building their attention spans in order to increase their stamina for writing and keyboarding. They will have specific strategies for eliminating and ignoring classroom distractions.	<b>Essential Skills and Knowledge:</b> Students will practice building their attention spans in order to increase their stamina for writing and keyboarding. They will have specific strategies for eliminating and ignoring classroom distractions.	<b>Essential Skills and Knowledge:</b> Students will practice building their attention spans in order to increase their stamina for writing and keyboarding. They will have specific strategies for eliminating and ignoring classroom distractions.

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### ***SPEAKING AND LISTENING: Comprehension and Collaboration***

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>CCSS.ELA-Literacy.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>CCSS.ELA-Literacy.SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>CCSS.ELA-Literacy.SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>Essential Skills and Knowledge:</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<b>Essential Skills and Knowledge:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>Essential Skills and Knowledge:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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<b>CCSS.ELA-Literacy.SL.6.2</b> 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.	<b>CCSS.ELA-Literacy.SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study, and expressing their own clearly.	<b>CCSS.ELA-Literacy.SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<b>Essential Skills and Knowledge:</b> Refer to charts, videos, and various media to make inferences and connections between the mediums and the lesson or unit topic.	<b>Essential Skills and Knowledge:</b> Refer to various media to describe the biases, points of view, and author's purposes through inferences and connections about a particular lesson or unit topic.	<b>Essential Skills and Knowledge:</b> Refer to various media to describe the biases, points of view, and author's purposes through inferences and connections about a particular lesson or unit topic.
<b>CCSS.ELA-Literacy.SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>CCSS.ELA-Literacy.SL.7.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>CCSS.ELA-Literacy.SL.8.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>Essential Skills and Knowledge:</b> Identify evidence that supports a specific claim; identify claim(s) that are not supported with evidence.	<b>Essential Skills and Knowledge:</b> Identify evidence that supports a specific claim; identify claim(s) that are not supported with evidence.	<b>Essential Skills and Knowledge:</b> Identify evidence that supports a specific claim; identify claim(s) that are not supported with evidence.

### ***SPEAKING AND LISTENING: Presentation of Knowledge and Ideas***

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact,	<b>CCSS.ELA-Literacy.SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	<b>CCSS.ELA-Literacy.SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,

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adequate volume, and clear pronunciation.	adequate volume, and clear pronunciation.	adequate volume, and clear pronunciation.
<b>Essential Skills and Knowledge:</b> In a presentation format: <ul style="list-style-type: none"> <li>• present claim &amp; findings</li> <li>• sequence ideas logically</li> <li>• use pertinent descriptions, facts &amp; details</li> <li>• maintain eye contact</li> <li>• use adequate volume</li> <li>• clear pronunciation</li> <li>• formal, standard English</li> </ul>	<b>Essential Skills and Knowledge:</b> In a presentation format: <ul style="list-style-type: none"> <li>• present claim &amp; findings</li> <li>• sequence ideas logically</li> <li>• use pertinent descriptions, facts &amp; details</li> <li>• emphasize salient points</li> <li>• maintain eye contact</li> <li>• adequate volume</li> <li>• clear pronunciations</li> <li>• formal, standard English</li> <li>• proper posture</li> </ul>	<b>Essential Skills and Knowledge:</b> In a presentation format: <ul style="list-style-type: none"> <li>• present claim(s) &amp; findings(s)</li> <li>• sequence ideas logically</li> <li>• ideas chosen are valid</li> <li>• use pertinent descriptions, facts &amp; details</li> <li>• emphasize salient points</li> <li>• maintain eye contact</li> <li>• use adequate volume</li> <li>• articulate words clearly</li> <li>• use formal, standard English</li> <li>• maintain proper posture</li> </ul>
<b>CCSS.ELA-Literacy.SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>CCSS.ELA-Literacy.SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>CCSS.ELA-Literacy.SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Essential Skills and Knowledge</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>Essential Skills and Knowledge</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>Essential Skills and Knowledge</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>CCSS.ELA-Literacy.SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards	<b>CCSS.ELA-Literacy.SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards	<b>CCSS.ELA-Literacy.SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards

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1 and 3 for specific expectations.)	1 and 3 here for specific expectations.)	1 and 3 here for specific expectations.)
<b>Essential Skills and Knowledge:</b> See grade 6 Language standards 1 and 3 for specific expectations and the following: <ul style="list-style-type: none"> <li>• volume</li> <li>• speed/pace</li> <li>• rhythm (ex.parallel structure)</li> <li>• inflection</li> <li>• tone</li> <li>• dialect</li> </ul>	<b>Essential Skills and Knowledge:</b> See grade 7 Language standards 1 and 3 for specific expectations and the following. <ul style="list-style-type: none"> <li>• volume</li> <li>• speed/pace</li> <li>• rhythm (ex.parallel structure)</li> <li>• inflection</li> <li>• tone</li> <li>• dialect</li> </ul>	<b>Essential Skills and Knowledge:</b> See grade 8 Language standards 1 and 3 for specific expectations and the following: <ul style="list-style-type: none"> <li>• volume</li> <li>• speed/pace</li> <li>• rhythm (ex.parallel structure)</li> <li>• inflection</li> <li>• tone</li> <li>• dialect</li> </ul>

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### LANGUAGE: Conventions of Standard English

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CCSS.ELA-Literacy.L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CCSS.ELA-Literacy.L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Essential Skills and Knowledge:</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).  Use intensive pronouns (e.g., <i>myself, ourselves</i> ).  Recognize and correct inappropriate shifts in pronoun number and person.*  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>Essential Skills and Knowledge:</b> Explain the function of phrases and clauses in general and their function in specific sentences.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>Essential Skills and Knowledge:</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.  Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  Recognize and correct inappropriate shifts in verb voice and mood.
<b>CCSS.ELA-Literacy.L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CCSS.ELA-Literacy.L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CCSS.ELA-Literacy.L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Essential Skills and Knowledge:</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  Spell correctly.	<b>Essential Skills and Knowledge:</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).  Spell correctly.	<b>Essential Skills and Knowledge:</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  Use an ellipsis to indicate an omission.  Spell correctly.

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### LANGUAGE: Knowledge of Language

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>CCSS.ELA-Literacy.L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>CCSS.ELA-Literacy.L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Essential Skills and Knowledge:</b> Vary sentence patterns for meaning, reader/listener interest, and style.*  Maintain consistency in style and tone.*	<b>Essential Skills and Knowledge:</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>Essential Skills and Knowledge:</b> 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).

### LANGUAGE: Vocabulary Acquisition and Use

Grade 6	Grade 7	Grade 8
<b>CCSS.ELA-Literacy.L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	<b>CCSS.ELA-Literacy.L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	<b>CCSS.ELA-Literacy.L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
<b>Essential Skills and Knowledge:</b> 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.  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<b>Essential Skills and Knowledge:</b> 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.  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	<b>Essential Skills and Knowledge:</b> 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.  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a

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<p>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.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><b>CCSS.ELA-Literacy.L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>CCSS.ELA-Literacy.L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>CCSS.ELA-Literacy.L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Essential Skills and Knowledge:</b> Interpret figures of speech (e.g., personification) in context.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><b>Essential Skills and Knowledge:</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	<p><b>Essential Skills and Knowledge:</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>

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<p><b>CCSS.ELA-Literacy.L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>CCSS.ELA-Literacy.L.7.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>CCSS.ELA-Literacy.L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>Essential Skills and Knowledge:</b> Students will orally and in written form demonstrate mastery of grade level language/vocabulary in all content areas. Students will show understanding of “word choice” to demonstrate knowledge.</p>	<p><b>Essential Skills and Knowledge:</b> Students will orally and in written form demonstrate mastery of grade level language/vocabulary in all content areas. Students will show understanding of “word choice” to demonstrate knowledge.</p>	<p><b>Essential Skills and Knowledge:</b> Students will orally and in written form demonstrate mastery of grade level language/vocabulary in all content areas. Students will show understanding of “word choice” to demonstrate knowledge.</p>

# **SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE**

## **GRADES 6-8**

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### **Appendix:**

#### **Reading: Informational Text and Literature Standard 10: Range, Quality, & Complexity » Range of Text Types for 6-12**

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

<b>Literature</b>			<b>Informational Text</b>
<b>Stories</b>	<b>Dramas</b>	<b>Poetry</b>	<b>Literary Nonfiction and Historical, Scientific, and Technical Texts</b>
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

#### **English Language Arts Standards » Introduction for 6-8**

The SVSU Common Core State Standards for English Language Arts (6-8), include a focus for instruction each year ensuring that students gain adequate exposure to a range of texts and tasks that correspond to the College and Career Readiness (CCR) and anchor standards. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The grade standards are listed in domains (reading:literature; reading:informational text; writing; speaking and listening; language).