

Unit Alignment Guide

<p>2.1 (5–8) Using appropriate texts, students will be able to select and apply efficient, effective decoding skills and other word recognition strategies to comprehend printed texts.</p>
<p>Enduring Understandings: 1. Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn't work. They not only know many different strategies, but they never get stuck in persisting with one that isn't working</p>
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>
<p>By the end of Grade 6, 7, or 8, using 6th, 7th, 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> Identify and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g., bio, derm, anti, graph, tele) Read orally from familiar text at an appropriate rate, with accuracy and prosody

<p>2.2a (5–8) Students will be able to develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by using context clues to determine the meanings of words.</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often, however, a reader must dig beneath the “surface” of the text to find the meaning. 2. Good readers employ strategies to help them understand text.</p>		
<p>Essential Questions: What do you do when you do not understand everything in the text?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by</p> <ul style="list-style-type: none"> Using illustrations to clarify meanings of words and concepts Looking for and using context clues provided by synonyms and antonyms Using knowledge of homonyms and homographs to avoid reading confusion Using appositives 	<p>Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by</p> <ul style="list-style-type: none"> Reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words Using word cues (e.g., metaphors, similes) Selecting the correct definition of words that have multiple meanings 	<p>Use prior knowledge in conjunction with the following strategies to determine the meaning of unknown words by</p> <ul style="list-style-type: none"> Analyzing illustrations to clarify meanings of abstract words and concepts.

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<p>2.3a (5–8) Students will be able to self-monitor comprehension while reading by (a) generating a purpose for reading.</p>		
<p>Enduring Understandings: 1. Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They do not only know many different strategies, but they never get stuck in persisting with one that isn't working. 2. The reader's interaction with text changes with time and experience. 3. Good readers employ strategies to help them understand text.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Use "During Reading" strategies by</p> <ul style="list-style-type: none"> • Assimilating prior knowledge • Making and revising predictions • Rereading to clarify information • Seeking the meaning of unknown vocabulary • <u>Analyzing story/literary elements</u> 	<p>Use "During Reading" strategies by</p> <ul style="list-style-type: none"> • Summarizing • Adjusting reading rate • Using mental imagery • Analyzing story/literary elements <u>and text structure</u> 	<p>Use "During Reading" strategies by</p> <ul style="list-style-type: none"> • Generating and answering questions • Inferring information • Seeking the meaning of unknown vocabulary

<p>2.3c (5–8) Using appropriate texts, students will be able to self-monitor comprehension while reading by (c) taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.</p>		
<p>Enduring Understandings: 1. Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They not only know many different strategies, but they never get stuck in persisting with one that is not working.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Use illustrations to construct meaning from text • Make, confirm, adjust predictions • Explain personal connections to the ideas or information in the <u>text(s)</u> • Use a graphic organizer or other note taking technique to record important ideas or information 	<ul style="list-style-type: none"> • Visualize what was read for a deeper understanding • Reread difficult parts slowly and carefully • Restate in own words the main events in the text • Periodically summarize while reading 	<ul style="list-style-type: none"> • Skim text to search for connections between and among ideas • Periodically paraphrase important ideas or information

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<p>2.4a (5–8) Students will be able to demonstrate an overall understanding of printed texts by (a) making...predictions as needed.</p>		
<p>Enduring Understandings: 1. Good readers may use many strategies that work, and they quickly try another one when the one they are using does not work. They not only know many different strategies, but they never get stuck in persisting with one that is not working. 2. Good readers employ strategies to help them understand text.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Predict likely outcomes based on clues in a text • Adjust previous predictions based on new information in a text • Identify logical, additional and/or complementary information (e.g., “next” chapter or section) for a text 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Predict likely outcomes based knowledge of text structure 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of <u>a variety of genres</u>

<p>2.4bI/T Students will be able to demonstrate an overall understanding of technical and informative texts by (b) identifying text features and text structures.</p>		
<p>Enduring Understandings: 1. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Describe essential information from text features (e.g., title, cover, table of contents, glossary, index) to enhance understanding of text • Apply knowledge of text structures in informative/technical texts (definition, description, simple cause/effect) to make meaning of text • Describe the unique features of various informative texts (e.g., newspapers, magazines, product information, consumer materials, manuals, editorials) 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • <u>Apply</u> essential information from text features (e.g., captions, chapter headings, title, illustrations, graphics, and format) to enhance understanding of text • Apply knowledge of text structures in informative/technical texts (sequence/chronological order, comparison, cause/effect) to make meaning of text • <u>Analyze</u> the unique features of various informative texts (e.g., newspapers and manuals) to enhance understanding of the text 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Apply essential information from text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) to enhance understanding of text • <u>Analyze text structures</u> in informative/technical texts (classification, process, problem/ solution) to make meaning of text • Analyze the unique features of various informative texts (e.g., magazines, product information, consumer materials, editorials) to enhance understanding of the text

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<p>2.4e (5–8) Students will be able to demonstrate an overall understanding of printed texts by (e) organizing the important points of the text via summaries, outlines, and/or graphic organizers.</p>		
<p>Enduring Understandings: 1. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Create a graphic organizer (e.g., webs, charts) that identifies story/literary elements, story structure, the main idea, and supporting details. 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Create graphic organizers to assist in comprehension of a text. • Summarize a text capturing the most important parts of the original piece. 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>

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<p>2.4bL & 4.2f (5–8) Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (e.g., characters, setting, and plot) and story structures (conflict, resolution, cause/effect) and Identify the effect of point of view.</p>		
<p>Enduring Understandings: 1. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning. 2. A good story has a pattern or plan.</p>		
<p>Essential Questions: What do good readers do? What do they do when they do not understand? How do texts differ? How should I read different types of texts?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> Identify character(s) in a literary text or speaker(s) in a poem Describe the changes in setting (flashback) Identify various types of conflict (man vs. man, and man vs. society) Identify conflict(s) climax(s)/turning point(s) and resolution(s) Identify significant details related to the plot to analyze the pattern of organization (cause/effect) Distinguish between main plot and subplot Identify point of view (first person, third person) Describe how point of view impacts the reader 	<ul style="list-style-type: none"> Describe the roles (major, minor) characters play in a literary text Identify various types of conflict (man vs. nature) Identify conflict(s), climax(s)/turning point(s) and resolution(s) Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, sequence) Describe how point of view affects a literary text (e.g., how a story would be different if told from a different point of view) 	<ul style="list-style-type: none"> Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text Describe the changes in setting (foreshadowing) Identify various types of conflict (man vs. self) Identify significant details related to the plot to analyze the pattern of organization (problem/solution) Distinguish between main plot and multiple subplots Identify point of view (third person limited, third person objective, omniscient) Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view) Analyze how point of view impacts the reader

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<p>2.4c and 2.5e (5–8) Students will be able to demonstrate an overall understanding of printed texts by (c) recognizing and interpreting figurative language and literary devices (e.g., simile, metaphor, allusion) and (e) differentiating between literal and non-literal meanings. (2.5e) recognizing the impact of non-literal expressions in informative and technical texts and interpret the effect of literary devices.</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning.</p>		
<p>Essential Questions: What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) How much does this matter? How can I uncover it?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, symbols, imagery, and mood) Describe how figurative language and literary devices extend meaning 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, , symbols, imagery and mood) Describe how figurative language and literary devices extend meaning 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, and irony) Analyze how figurative language and literary devices extend meaning

<p>2.4d (5–8) Students will be able to demonstrate an overall understanding of printed texts by (d) retelling a story or restating an informative text through speaking and/or writing.</p>		
<p>Enduring Understandings: 1. Great texts provide rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 2. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader understand its meaning. 3. A good story has a pattern or plan. 4. Good readers employ strategies to help them understand text.</p>		
<p>Essential Questions: What does a reader gain by retelling a story?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Summarize a literary text, identifying the main and supporting characters, events, setting Summarize the main ideas and supporting details in <u>an informative/technical text</u> Analyze how an author’s use of literary devices (dialogue and description) and common non-literal expressions (double meanings) in a text affects readers 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Summarize the <u>strongly implied reasons for why or how events happen in a literary text</u> Retell/restate in order the important events in a text Analyze how an author’s use of common non-literal expressions (figurative language) in a text affects readers Analyze the impact of specific figurative and non-literal expressions on the meaning of text 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Summarize a literary text, identifying the problem/solution Restate in order the steps of a task in an informative/technical text Analyze how an author’s use of common non-literal expressions (idioms and puns) in a text affects readers Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of a text Evaluate an author’s decision to use specific figurative and non-literal (idiomatic) expressions in a text

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<p>2.4f (5–8) Students will be able to demonstrate an overall understanding of printed texts by (f) identifying the author’s purpose.</p>		
<p>Enduring Understandings: Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>		
<p>Essential Questions: What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) How much does this matter? How can I uncover it?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Describe the author’s overall purpose(s) for writing (e.g. entertain, describe) a text • Identify the intended messages of advertisements • Identify the difference between a stated purpose and an underlying reason in TV commercials and advertisements 	<ul style="list-style-type: none"> • Describe the author’s overall purpose(s) for writing (e.g., persuade, inform) a text • Identify the intended messages of entertainment programs • Describe how the author’s purposes shape the content 	<ul style="list-style-type: none"> • Analyze the author’s overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text • Identify the intended messages of news sources • Create meaning from a variety of media

<p>2.4g (5–8) Students will be able to demonstrate an overall understanding of printed texts by (g) comparing information between and within texts.</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. 2. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>		
<p>Essential Questions: What’s new and what’s old here? Have we run across this idea before? So what? What does it matter?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Compare relevant similarities and/or differences in ideas, viewpoints, or characters within a single text or <u>presented in two or more texts</u> 	<ul style="list-style-type: none"> • Compare relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts • Analyze changes in characters (e.g., change in attitude, situation) 	<ul style="list-style-type: none"> • <u>Compare subtle but relevant</u> similarities and/or differences in ideas, viewpoints, or characters within a single text • <u>Compare subtle but relevant similarities</u> and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts • Analyze <u>subtle</u> changes in characters (e.g., change in attitude, situation)

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<p>2.4h (5–8) Students will demonstrate an overall understanding of printed texts by (h) discriminating between fact and opinion.</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 2. Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.</p>		
<p>Essential Questions: Under what conditions is an interpretation of text valid?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Discriminate between facts and/or opinions in text(s) Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Discriminate between <u>subtle opinions</u> in text(s) Identify facts in a <u>text</u> and determine their relevance to <u>the issue</u> 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Identify implied opinions in a text Question information in a text to determine if it is factual

<p>2.4i and 4.2a (5–8) Students will be able to demonstrate an overall understanding of (2.4i) informative and technical printed texts by (i) making inferences and (4.2a) literary text by making inferences about content, events, characters, setting, and author’s purpose.</p>		
<p>Enduring Understandings: Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning.</p>		
<p>Essential Questions: From whose viewpoint are we reading? What is the author’s angle or perspective? What should we do when texts or authors disagree?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Informative/Technical Text</p> <ul style="list-style-type: none"> Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support Make reasonable predictions as they read Test and revise predictions as they read further Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read Make connections between conclusions they draw and other beliefs or knowledge Make critical or analytical judgments about what they read Use texts to make generalizations <p>Literary Text</p> <ul style="list-style-type: none"> Use text to make generalizations. 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Informative/Technical Text</p> <ul style="list-style-type: none"> Make inferences about author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) Create self-motivated interpretations of text that are adapted as they continue to read and after they read <p>Literary Text</p> <ul style="list-style-type: none"> Make strongly implied inferences about content and <u>abstract</u> ideas in a text and identify appropriate text support Make reasonable predictions as they read Test and revise predictions as they read further Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read Create self-motivated interpretations of text that are adapted as they continue to read and after they read Identify <u>how author’s choices affect theme</u> 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Informative/Technical Text</p> <ul style="list-style-type: none"> Make critical or analytical judgments about what they read <p>Literary Text</p> <ul style="list-style-type: none"> Make connections between conclusions they draw and other beliefs or knowledge Make critical or analytical judgments about what they read

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<p>2.4j (5–8), 2.5i&j, & 2.7b Students will be able to demonstrate an overall understanding of printed texts by (j) accepting or rejecting the validity of the information and giving supporting evidence, (2.5i & j) by (i) recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (advertising, campaigns, news formats, etc.), and by (b) identifying the underlying purposes of media messages (e.g., profit vs. nonprofit, humanitarianism, support of artistry).</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find that meaning. 2. Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond—very different from passively accepting or instantly liking or disliking. 3. Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.</p>		
<p>Essential Questions: How do we know when a text is valid or true?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> Use date of publication to evaluate the validity and reliability of a source <p>Use criteria to evaluate the author’s use of</p> <ul style="list-style-type: none"> propaganda bias language <p>in order to determine validity and reliability of a source</p> <ul style="list-style-type: none"> <u>Identify and describe propaganda techniques (e.g., bandwagon, testimonial, broad generalization)</u> Identify persuasive techniques (e.g., appeal to emotion, repetition) Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g., <u>television, commercials, advertisements, newspapers, billboards, magazines</u>) to enhance the meaning of a text Analyze the fairness and trustworthiness of an author’s message (author’s bias) Analyze how propaganda and persuasive techniques and author’s choices (e.g., word choices) shape readers’ understandings <u>Identify the information that needs to be checked for accuracy (e.g., data, statistics, sources)</u> Analyze the author’s inclusion of logical and/or emotional arguments Analyze ambiguous information in text 	<ul style="list-style-type: none"> Use criteria to evaluate the validity and reliability of primary and secondary source information Use criteria to evaluate author’s credibility in order to determine validity and reliability of a source Use criteria to evaluate author’s perspective in order to determine validity and reliability of a source <p>Use criteria to evaluate the author’s use of</p> <ul style="list-style-type: none"> logic bias language motives <p>in order to determine validity and reliability of a source</p> <ul style="list-style-type: none"> Identify and describe propaganda techniques (e.g., exaggeration/ hyperbole) Identify persuasive techniques (e.g., cause/effect, rhetorical question) Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g., movies, catalogues and packaging) to enhance the meaning of a text Analyze the completeness, accuracy, and/or clarity of the information in a text <u>Identify and analyze information that needs to be checked for accuracy (e.g., data, statistics, sources)</u> 	<ul style="list-style-type: none"> Use criteria to evaluate the validity and reliability of primary and secondary source information Use criteria to evaluate author’s credibility in order to determine validity and reliability of a source Use criteria to evaluate author’s perspective in order to determine validity and reliability of a source <p>Use criteria to evaluate the author’s use of</p> <ul style="list-style-type: none"> logic bias motives <p>in order to determine validity and reliability of a source</p> <ul style="list-style-type: none"> Identify and describe propaganda techniques (e.g., name calling and red herring) Identify persuasive techniques (e.g., appeal to authority) Evaluate the fairness and trustworthiness of an author’s message (author’s bias) Evaluate how propaganda and persuasive techniques and author’s choices (e.g., word choices) shape readers’ understandings Evaluate strengths and weaknesses of <u>multiple text(s)</u> sources, format and argument Evaluate the completeness, accuracy, and/or clarity of the information in a <u>complex</u> text Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments) Evaluate ambiguous information in complex texts

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		<ul style="list-style-type: none"> • Identify underlying purposes (e.g., profit vs. nonprofit, humanitarianism, support of artistry) of media messages • Analyze the difference between a stated purpose and an underlying purpose in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)
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2.4k (5–8)/2.6b, 2.5a, 2.5b, 2.6a, 4.1a, 4.1b, 4.1e (5–8) Students will be able to demonstrate an overall understanding of printed texts by (2.4k) **relating the content of the text to real-life situations**, (2.6b) **applying information from printed, electronic, and oral texts to complete authentic tasks**, (2.5a) connecting and synthesizing information from many sources, (2.5b) formulating and expressing opinions, and (2.6a) offering a personal response to text. (4.1a) Students will be able to connect their own experiences to those of literary characters; by explaining the reasons for a character’s actions and identify with characters, (4.1b) responding to the sensory, intellectual, and emotional elements, and (4.1e) seeking other literary text and media as result of literary experience.

Enduring Understandings: 1. Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised. 2. The impact of a text on a reader is influenced by the reader’s experience. 3. The reader’s interaction with text changes with time and experience. 4. Good readers employ strategies to help them understand text.

Essential Questions: How does literature reveal us to ourselves?

<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Draw on prior knowledge and experience to connect personally to text (text-to-self connections) • Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections) • Apply information from text to real life situations (text-to-self, text-to-world connections) in order to make meaning of text • Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks Revisit text to search for connections between and among ideas • Find and explain personal connections to the topics, events, characters, actions, ideas or information in the text • Describe the reasons for a character’s actions in a literary text, critically analyzing the text • Make and support relevant connections between the reader’s personal situations and motivations of characters in a text 	<ul style="list-style-type: none"> • Connect and synthesize information across texts <u>to generate new information/new ideas or expand prior knowledge</u> (text-to-text connections and text-to-self connections) • Synthesize information by <u>comparing, eliminating and merging disparate pieces into one coherent whole</u> • <u>Use</u> information in a text to develop a logical opinion • Analyze the effect of the author’s use of imagery and figurative language on a reader 	<ul style="list-style-type: none"> • Evaluate the effect of the author’s use of imagery and figurative language on a reader • Synthesize <u>experience</u> and knowledge of the world (text-to-world connections) to make, support and apply judgments (that may not be dichotomous) about issues in: <ul style="list-style-type: none"> ▪ Literary text(e.g., character’s actions, morals of narratives or poems) ▪ Nonfiction ▪

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<ul style="list-style-type: none"> • Use ideas from the text to analyze personal responses to literature (text-to-self connections) • Compare personal experiences and knowledge of the world (text-to-world connections) to make and support judgments about concepts in: <ul style="list-style-type: none"> ▪ Literary text (e.g., character’s actions, morals of narratives or poems) ▪ Nonfiction • As a result of reading a literary text, students will connect to other texts using the following as guides for connections: <ul style="list-style-type: none"> ▪ What does this remind me of in another book I’ve read? ▪ How is this text similar to other things I’ve read? ▪ How is this different to other books I’ve read? ▪ Have I read about something like this before? Seek other texts and media with similar themes and connections 		
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<p>2.5d (5–8) Students will be able to critically analyze and evaluate information and messages presented through print using critical and divergent thinking, and assimilating prior knowledge to draw conclusions.</p>
<p>Enduring Understandings: 1. Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised. 2. The impact of a text on a reader is influenced by the reader’s experience.</p>
<p>Essential Questions: What is the relationship between reader and writer?</p>

<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Use prior knowledge of a concept along with information in a text to:</p> <ul style="list-style-type: none"> • Draw conclusions (including implied main ideas) <u>that require analysis and/or evaluation</u> 	<p>Use prior knowledge of a concept along with information in a text to:</p> <ul style="list-style-type: none"> • Analyze the author’s viewpoint or attitude toward a topic or idea when strongly implied • Describe the effect of an author’s use of basic formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/ illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices) 	<p>Use prior knowledge of a concept along with information in a text to:</p> <ul style="list-style-type: none"> • Evaluate the author’s viewpoint or attitude toward a topic or idea when strongly implied • Evaluate the effect of an author’s use of formatting and design techniques (e.g., paragraphing, headings/ subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)

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<p>2.5g (5–8) Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (g) (h) acknowledging the possibility of a variety of interpretations of the same text; proposing other interpretations as valid if supported by the text.</p>		
<p>Enduring Understandings: Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn't work. They not only know many different strategies, but they never get stuck in persisting with one that is not working.</p>		
<p>Essential Questions: Under what conditions is an interpretation of text valid?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Analyze texts by reading and reacting to passages from a piece of text and interpretations of that same work 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Listen to and critique opposing interpretations of the same piece of text and consider, through classroom dialogue and independent reading, how these opinions were formed Compare and contrast opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading

<p>2.5l (5–8) Using appropriate texts, students will be able to critically analyze and evaluate information and messages presented through print, speech, and mass media by (l) evaluating the literary merit of various texts and media presentations (d) recognizing literary merit.</p>		
<p>Enduring Understandings: Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.</p>		
<p>Essential Questions: What makes a book or story great? What is the relationship between popularity and greatness in literature? Is a “good read” always a great book?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Read a variety of texts and rate them using these criteria to determine their literary merit:</p> <ul style="list-style-type: none"> <u>has details</u> <u>has clear, distinctive characters</u> 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Read a variety of texts and rate them using these criteria to determine their literary merit:</p> <ul style="list-style-type: none"> has a unique writing style has a purpose is understandable 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Read a variety of texts and evaluate them using these criteria to determine their literary merit:</p> <ul style="list-style-type: none"> <u>has an unpredictable plot</u> <u>has a variety of episodes/action</u> <u>has an expressive vocabulary</u>

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<p>4.1c (5–8) Connect their own experience to those of literary characters by relating to the feelings of characters or varying ages, genders, nationalities, races, cultures, religions, and disabilities.</p>		
<p>Essential Questions: What is the relationship between reader and writer?</p>		
<p>Enduring Understandings: 1. Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised.</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Read and compare stories from different cultures and eras to broaden cultural awareness • Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • <u>Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives</u> 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Read and analyze stories from different cultures and eras to broaden cultural awareness • Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives

<p>4.2b (5–8) Understand the differences between genres [...]</p>		
<p>Enduring Understandings: 1. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.</p>		
<p>Essential Questions: How do different genres affect the author’s message or meaning?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Use knowledge of distinctive characteristics of various genres including but not limited to</p> <ul style="list-style-type: none"> • fiction (e.g., short story, poetry, folk tale, novels, fable, myth, science fiction, historic fiction, and realistic fiction) • literary nonfiction (e.g., letter, magazine) • drama, one-act plays, and skits to explain the meaning of the text 	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Use knowledge of distinctive characteristics of various genres including but not limited to</p> <ul style="list-style-type: none"> • fiction (e.g., short story, poetry, novels, fable, myth, science fiction, historic fiction, and realistic fiction) • literary nonfiction (e.g., magazine, autobiography) • drama (e.g., classic and/or contemporary multi-act plays) to explain the meaning of the text 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <p>Use knowledge of distinctive characteristics of various genres including but not limited to</p> <ul style="list-style-type: none"> • fiction (e.g., short story, poetry, mystery, tall tale, novels, myth, fantasy, science fiction, historic fiction, and realistic fiction) • literary nonfiction (e.g., letter, biography, speeches) • drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text

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<p>4.2c (5–8) Interpret the impact of the author’s decisions such as word choice, style, content, and literary elements; understand the author’s intent in choosing a particular genre.</p>		
<p>Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning. 2. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning</p>		
<p>Essential Questions: What is the author saying? How do I know? What is the gist? What is the main idea? How do I read between the lines? How do I know I am getting the point and not merely imposing my views and experience?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Describe characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels 	<ul style="list-style-type: none"> • Analyze the effect of author’s choices (word and content) on the reader • Describe how the author’s writing style influences the reader • <u>Compare styles among texts to determine effects of author’s choices</u> • Describe the most likely reason an author uses a particular genre in a given situation 	<ul style="list-style-type: none"> • Analyze the effect of author’s choices (word and content) on the reader • Analyze how the author’s writing style influences the reader • Analyze how an author creates mood by choosing words with specific connotations • Compare styles among texts to determine effects of author’s choices • <u>Compare</u> characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels • Analyze the most likely reason an author uses a particular genre in a given situation

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4.3a (5–8) Respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities; respond to literary text and media representative of various nations and cultures.

Enduring Understandings: 1. Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.

Essential Questions: How do texts about other ages, genders, nationalities, races, religions, and disabilities tell experiences similar to mine?

By the end of Grade 6 , using 6 th grade or higher texts, students know and are able to do everything required in previous grades and	By the end of Grade 7 , using 7 th grade or higher texts, students know and are able to do everything required in previous grades and	By the end of Grade 8 , using 8 th grade or higher texts, students know and are able to do everything required in previous grades and
<ul style="list-style-type: none"> • Read and analyze stories from different cultures and eras to broaden cultural awareness 	<ul style="list-style-type: none"> • Sympathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities • <u>Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives</u> 	<ul style="list-style-type: none"> • Read and evaluate complex stories from different cultures and eras to broaden cultural awareness • <u>Begin to empathize</u> with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities

4.4a (5–8) Use literature as a resource for shaping decisions.

Enduring Understandings: 1. Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed. 2. Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond—very different from passively accepting or instantly liking or disliking.

Essential Questions: How does literature help us shape decisions?

By the end of Grade 6 , using 6 th grade or higher texts, students know and are able to do everything required in previous grades and	By the end of Grade 7 , using 7 th grade or higher texts, students know and are able to do everything required in previous grades and	By the end of Grade 8 , using 8 th grade or higher texts, students know and are able to do everything required in previous grades and
<ul style="list-style-type: none"> • Read stories and relate characters' experiences to shape own decisions by asking questions: <ul style="list-style-type: none"> ▪ I felt like that character when I.... ▪ If that happened to me, I would.... ▪ I can relate to that character because one time.... 	<ul style="list-style-type: none"> • Read stories and relate characters' experiences to shape own decisions by asking questions: <ul style="list-style-type: none"> ▪ I felt like that character when I.... ▪ If that happened to me, I would.... ▪ I can relate to that character because one time.... 	<ul style="list-style-type: none"> • Read stories and relate characters' experiences to shape own decisions by asking questions: <ul style="list-style-type: none"> ▪ I felt like that character when I.... ▪ If that happened to me, I would.... ▪ I can relate to that character because one time....

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<p>3.1a1 (5–8) – Identify and locate a variety of sources including printed materials, personal interviews, oral reporting, forums, and technological forms of information.</p>		
<p>Enduring Understandings: 1. Good research comes from a variety of sources. 2. Students employ strategies to help them research information. 3. Students critically select information from a variety of sources.</p>		
<p>Essential Questions: 1. Why conduct research? 2. Why use technology for research?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, student know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • Locate information using appropriate sources and strategies • Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases) • Select appropriate sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) • Use text features (e.g., guide words, indices, glossaries, key words, table of contents, cross references, appendices) to access information • Use traditional and electronic search tools • Use teacher-selected Internet sites and data bases to access information 	<ul style="list-style-type: none"> • Evaluate the usefulness and qualities of sources 	<ul style="list-style-type: none"> • <u>Determine valid resources for researching a topic, including primary and secondary resources</u> • Evaluate the <u>importance and quality</u> of sources • Select <u>essential</u> sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to topic

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<p>3.1a2 (5–8) Develop and use procedures to gather information and ideas; (a1) (a) developing and following a process for research completion.</p>		
<p>Enduring Understandings: 1. Good researchers employ strategies to help them research information. 2. Good researchers start with a clear purpose, topic, and audience when doing research.</p>		
<p>Essential Questions: 1. In what ways do researchers gather information?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Gather information from more than one source • Locate information using appropriate sources and strategies • Extract information (e.g., take notes, make copies) • Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing) 	<p>By the end of Grade 7, using 7th grade level or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Select and refine a topic for research • Determine a clear purpose, topic and audience for research • Record sources in a standard bibliographic format 	<p>By the end of Grade 8, using 8th grade level or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • <u>Formulate a research question or thesis statement</u> • Read, view, listen or interact with information and decide what is valuable for research • Relay facts from research • Summarize ways in which the research process and product can be improved

<p>3.1b (5–8) Independently extract information to achieve a specific purpose; extract information relevant to a specific purpose.</p>		
<p>Enduring Understandings: 1. Good researchers start with a clear purpose, topic, and audience when doing research. 2. Good researchers extract information from sources and draw logical conclusions.</p>		
<p>Essential Questions: 1. Why conduct research? 2. What is the purpose for research?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Select and use various methods (e.g., web, chart) to manage information 	<p>By the end of Grade 7, and using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Create own system for organizing information 	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Use various technologies (e.g., appropriate word processing functions, photocopier, audiovisual equipment, scanner) to extract needed information • Determine the most appropriate form of technology for the task of extracting needed information • Decide what information is valuable for a particular situation

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<p>3.2a (5–8) Use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos and graphics.</p>		
<p>Enduring Understandings: 1. Good research is shared in effective ways with intended audiences and for specific purposes.</p>		
<p>Essential Questions: 1. How can the use of technology enhance research? 2. Why use technology for research?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Use technology to synthesize information by</p> <ul style="list-style-type: none"> making a graphic organizer <p>Use various forms of technology</p> <ul style="list-style-type: none"> word processing <p>to formulate writing and/or communicate knowledge of products</p>	<p>Use technology to synthesize information by</p> <ul style="list-style-type: none"> making an outline <p>Use various forms of technology</p> <ul style="list-style-type: none"> presentation programs <p>to formulate writing and/or communicate knowledge of products</p>	<p>Use technology to synthesize information by</p> <ul style="list-style-type: none"> using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas <u>producing a video production</u> <p>Use various forms of technology</p> <ul style="list-style-type: none"> digital cameras <u>scanners</u> <u>multimedia</u> <p>to formulate writing and/or communicate knowledge of products</p>

<p>3.2b (5–8) Independently present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.</p>		
<p>Enduring Understandings: 1. Good researchers present information without plagiarizing. 2. Good research is shared in effective ways with intended audiences for specific purposes.</p>		
<p>Essential Questions: 1. Why do good researchers avoid plagiarizing?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7 using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> Decide how the information fits together 	<ul style="list-style-type: none"> Decide how the information would best be presented Recognize the need to put information from sources in their own words List sources of information in bibliographic form Present gathered information in an oral or written format, which <ul style="list-style-type: none"> Uses sentences organized in paragraph form to tell about a designated topic Incorporates information from more than one source Includes information relevant to topic and purpose Identifies source of information Fulfills the identified purpose as clearly indicated in the topic sentence 	<ul style="list-style-type: none"> Utilizes an organizational plan for combining paragraphs to address a designated purpose and topic Incorporates information from multiple sources Summarizes and/or <u>paraphrases</u> information from sources

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Unit Alignment Guide

<p>3.3a2 (5–8) Establish criteria by which sources and information can be analyzed for accuracy, bias, stereotypes, and validity.</p>		
<p>Enduring Understandings: 1. Good researchers check information for accuracy and validity. 2. Good researchers have criteria to determine sources that are authoritative.</p>		
<p>Essential Questions: 1. How does a researcher know information is accurate? 2. Why check for validity and accuracy? 3. What is an authoritative source?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • With teacher assistance, analyze source and information for accuracy, bias, stereotypes, and validity • Evaluate information in terms of credibility and accuracy 	<ul style="list-style-type: none"> • Differentiate fact from fiction • <u>Independently select sources which are authoritative from teacher selected data bases (e.g., UD Library Search)</u> • Use information to express ideas relevant to specific purpose • Evaluate information in terms of credibility and accuracy 	<ul style="list-style-type: none"> • <u>Differentiate between primary and secondary sources</u> • Independently select sources which are authoritative from teacher selected data bases (e.g., UD Library Search) • Independently analyze source and information for accuracy, bias, stereotypes, and validity • Formulate conclusions based upon information relevant to a specific purpose • Demonstrate how information retrieved does or does not address original problem • Use technology to facilitate evaluation

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Unit Alignment Guide

<p>3.3b1 (5–8) Independently interpret information as appropriate to a specific purpose.</p>		
<p>Enduring Understandings: 1. Good researchers start with a clear purpose, topic, and audience when doing research.</p>		
<p>Essential Questions: 1. How does a researcher know information is accurate? 2. What is the purpose for research?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<ul style="list-style-type: none"> • <u>Use retrieved information to accomplish a specific purpose</u> • <u>Prioritize sources based on relevance</u> • <u>Reevaluate their position on the topic and your research strategy</u> • <u>Consider whether they have uncovered any worthwhile information that might take their research in a different direction</u> • <u>Consider whether they have uncovered any worthwhile information that has caused them to see their topic from a new perspective</u> • <u>Consider whether research needs to be redirected in any way based on material uncovered</u> 		

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Unit Alignment Guide

<p>3.3b2 (5–8) Independently draw conclusions based upon information relevant to a specific purpose; independently formulate logical conclusions based upon information relevant to a specific purpose.</p>		
<p>Enduring Understandings: 1. Good researchers extract information from sources and draw logical conclusions.</p>		
<p>Essential Questions: 1. What is a logical conclusion?</p>		
<p>By the end of Grade 6, using 6th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 7, using 7th grade or higher texts, students know and are able to do everything required in previous grades and</p>	<p>By the end of Grade 8, using 8th grade or higher texts, students know and are able to do everything required in previous grades and</p>
<p>Use prior knowledge of a concept along with information in a text to</p> <ul style="list-style-type: none"> • Analyze the effect of an author's use of basic <u>formatting and design techniques (e.g., paragraphing, headings/ subheadings, pictures/illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)</u> 	<p>Use prior knowledge of a concept along with information in a text to</p> <ul style="list-style-type: none"> • Draw conclusions (including implied main ideas) that require analysis and/or evaluation • Analyze the author's viewpoint or attitude toward a topic or idea when strongly implied 	<p>Use prior knowledge of a concept along with information in a text to</p> <ul style="list-style-type: none"> • Evaluate the author's viewpoint or attitude toward a <u>topic or idea when strongly implied</u> • Evaluate the effect of an author's use of basic <u>formatting and design techniques (e.g., paragraphing, headings/subheadings, pictures/ illustrations, columns, font styles [bold, underline, italics, caps], punctuation choices)</u>

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Unit Alignment Guide

<p>1.4 (5–8) Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p>		
<p>Enduring Understandings: 1. Audience and purpose (e.g., inform, persuade, entertain) influence communication. 2. Oral discourse helps to shape our lives and build connections to others; mastery of oral discourse can open up opportunities to individuals. 3. A speaker’s word choice and style are characteristics of voice which help to personalize the message.</p>		
<p>Essential Questions: 1. Why share written ideas orally? 2. Why am I speaking? For whom? What am I trying to achieve through my speech? Who is my audience?</p>		
<p>By the end of Grade 6, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Choose words and use voice appropriate to audience and purpose (e.g., inform, persuade, entertain) Speak and listen for a variety of audiences (e.g., classroom, real-life) and purposes (e.g., awareness, enjoyment, information, problem solving) Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation) Read aloud effectively from previously-read material Perform dramatic readings and presentations Participate in group readings (e.g., choral, echo, shadow) 	<p>By the end of Grade 7, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> Choose words and use voice appropriate to audience and purpose (e.g., inform, persuade, entertain) Speak and listen for a variety of audiences (e.g., classroom, real-life) and purposes (e.g., awareness, enjoyment, information, problem solving) Speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized sequenced detail Present autobiographical or fictional stories that recount events effectively to large and small audiences 	<p>By the end of Grade 8, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> <u>Use visual techniques (e.g., role playing, graphics, art, dance) appropriately</u> <u>Share brief impromptu remarks about topics of interest to oneself and others</u> <u>Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and etiquette appropriate to the occasion</u> <u>Perform expressive oral readings of prose, poetry, and drama</u> <u>Prepare and conduct interviews</u> <u>Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience</u> <u>Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose</u>

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Unit Alignment Guide

1.5 (5–8) Listen to and comprehend oral communications.		
Enduring Understandings: 1. Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.		
Essential Questions: 1. What makes a good speech? 2. How is oral language different from spoken language? 3. What is the relationship between speaker and listener?		
By the end of Grade 6 , students know and are able to do everything required in previous grades and	By the end of Grade 7 , students know and are able to do everything required in previous grades and	By the end of Grade 8 , students know and are able to do everything required in previous grades and
<ul style="list-style-type: none"> Follow basic directions Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said <u>and organizing for clarity</u> Ask and respond to questions from teachers and other group member Listen to and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate publications Retell stories and reports of events in proper sequence Identify the intended messages of advertisements Listen attentively (e.g., make eye contact, face the speaker, ask questions, paraphrase) 	<ul style="list-style-type: none"> Ask and respond to questions from teachers and other group members Summarize <u>information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole</u> Engage in communication to clarify thoughts, solve problems, make decisions, discuss issues, and extend understandings Identify the intended messages of entertainment Distinguish fact from fantasy and fact from opinion 	<ul style="list-style-type: none"> Follow <u>complex</u> directions Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole Identify the intended messages of news programs <u>Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate</u> <u>Recall significant details and sequence accurately</u> <u>Follow a speaker's argument and represent it in notes</u> Evaluate the reliability of information in oral communication using criteria based on <ul style="list-style-type: none"> <u>The topic</u> <u>The context</u> Analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling) Style

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Unit Alignment Guide

<p>1.6 (5–8) Develop vocabulary and the ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</p>		
<p>Enduring Understandings: 1. A speaker’s word choice and style are characteristic of voice which helps to personalize the message.</p>		
<p>Essential Questions: 1. How do authors use the resources of language to impact an audience? 2. Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?</p>		
<p>By the end of Grade 6, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Use words that reflect a growing range of interests and knowledge • Clarify and explain words and ideas • Give and follow oral directions • Use complex sentence structure • Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly • Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words • Use punctuation marks that distinguish statements, questions, exclamations, and commands 	<p>By the end of Grade 7, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • Use words that reflect a growing range of interests and knowledge • Clarify and explain words and ideas • Give and follow oral directions • Use complex sentence structure • Use appropriate noun/verb agreement, verb tense, pronouns, prefixes and suffixes • Consult dictionaries, thesauruses, and other resources to find and compare definitions, choose among synonyms, and spell words correctly • Use knowledge of roots, prefixes, and suffixes to interpret and convey the meaning of words • Identify common figures of speech and use them appropriately in oral communication 	<p>By the end of Grade 8, students know and are able to do everything required in previous grades and</p> <ul style="list-style-type: none"> • <u>Identify common figures of speech (e.g., similes, metaphors, personification) and describe how writers use them to achieve specific effects</u>

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Unit Alignment Guide

1.7 (5–8) Participate effectively in a discussion.		
Enduring Understandings: 1. Discussion creates a greater understanding of a variety of topics. 2. Learning is about sharing different views and actively listening to those with different views.		
Essential Questions: 1. How can I communicate so others will listen? 2. How do speakers express their thoughts and feelings? 3. Why share written ideas orally?		
By the end of Grade 6 , students know and are able to do everything required in previous grades and	By the end of Grade 7 , students know and are able to do everything required in previous grades and	By the end of Grade 8 , students know and are able to do everything required in previous grades and
<ul style="list-style-type: none"> • Initiate conversation with peers and adults • Follow rules for conversation • Participate in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader) • Use appropriate voice level in group settings • Volunteer relevant information, ask relevant questions, and answer questions directly • Use appropriate eye contact and other nonverbal cues 	<ul style="list-style-type: none"> • Ask and respond to questions in group settings • Use oral language to extend learning • Reflect on the ideas and opinions of others and respond thoughtfully • Ask for clarification and explanation of unfamiliar words and ideas • Summarize information conveyed through discussion 	<ul style="list-style-type: none"> • <u>Listen attentively, demonstrating respect for the opinion of others</u> • <u>Respond responsibly and courteously to other's remarks</u> • Explain opinions by citing evidence and referring to <u>sources</u> • Evaluate the stated ideas and opinions of others, <u>seeking clarification through questions</u> • <u>Invite ideas and opinions of others into the discussion</u> • <u>Accept and use helpful criticism</u> • Summarize the main points of a discussion orally, and in writing, <u>specifying areas of agreement and disagreement</u> • <u>Participate in discussion without dominating</u>

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