

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Reading Literature Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS RL.1 Key Ideas and Details	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I Can..... ~ Use evidence from the text to support my analysis of what the text says and inferences I make. RL6.1</p>
MCCS RL.2	<p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>I Can..... ~ Determine and identify the theme. RL6.2 ~ Analyze plot to determine a theme. RL6.2 ~ Compose a summary stating the key points of the text without adding my own opinions or feelings. RL6.2</p>
MCCS RL.3	<p>RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>I Can..... ~ Define and identify the elements of plot structure. RL6.3 ~ How plot is developed by key events and episodes experienced by the characters. RL6.3 ~ Determine qualities of characters in a text based on an author’s direct and indirect characterization. RL6.3 ~ Distinguish between a static and dynamic characters change as the plot moves toward a resolution. RL6.3 ~ Explain how dynamic characters change as the plot moves toward a resolution. RL6.3</p>
MCCS RL.4 Craft and Structure	<p>RL.6.4 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.</p>	<p>I Can..... ~ Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia.) RL6.4 ~ Determine the figurative and literal meaning of words and phrases based on how they are used in a text. RL6.4 ~ Recognize the difference between denotative meanings and connotative meanings. RL6.4 ~ Analyze the impact of specific word choice on the meaning, tone and mood of a passage. RL6.4</p>
MCCS RL.5	<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>I Can..... ~ Locate and explain textual evidence that supports the theme, setting, or plot development. RL6.5 ~ Recognize how a particular sentence, chapter, scene, or stanza contributes the overall text and its meaning. RL6.5</p>

6-8 Reading Literature

	6-8 Reading Literature Band Grade Six Cont.....	6-8 Learner Targets (I Can Statements) Grade Six Cont.....
MCCS RL.6	RL.6.6	I Can.....
	Explain how an author develops the point of view of the narrator or speaker in a text.	~ Classify point of view RL6.6 * first person (narrator tells about her/himself: "I") * second person (narrator speaks directly to reader, "you.") * third person limited (narrator tells about others he/she/it.) * third person omniscient (narrator tells the story about the others and knows the thoughts of all characters.) ~ Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words. RL6.6
MCCS RL.7 Integration of Knowledge and Ideas	RL.6.7	I Can.....
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	~ Compare and contrast the experience of reading a text to viewing or listening to the same text. RL6.7
MCCS RL.8	RL.6.8	I Can.....
	(Not applicable to literature)	(Not applicable to literature)
MCCS RL.9	RL.6.9	I Can.....
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.	~ Explain the characteristics of different forms of text (e.g., stories, poems, dramas.) RL6.9 ~ Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction, traditional and contemporary stories by and about American Indians.) RL6.9 ~ Compare and contrast how two forms or genres of texts can communicate the same theme or topic. RL6.9
MCCS RL.10 Range of Reading and Level of Text	RL.6.10	I Can.....
	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.	~ Use reading strategies to help me comprehend grade level and difficult complex text (eg., ask questions, make connections, take notes, make inferences, visualize, re- read, QAR - Question-Answer-Relationship.) RL6.10

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	6-8 Reading Literature Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS RL.1 Key Ideas and Details	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I Can..... ~ Analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. RL7.1</p>
MCCS RL.2	<p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>I Can..... ~ Define theme, central idea, and summary; analyze plot, and determine key events over the course of the text that contributes to the theme. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RL7.2</p>
MCCS RL.3	<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>I Can..... ~ Explain how the elements of a story or drama interact and effect one another and recognize how making a change to one element of the story or drama could affect the other elements. RL7.3</p>
MCCS RL.4 Craft and Structure	<p>RL.7.4 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.</p>	<p>I Can..... ~ Define and identify forms of figurative language and literal language and distinguish the difference between the two. I can recognize the difference between denotative meanings and connotative meanings. I can analyze the impact of rhyme and repetition of sounds in a poem, story, or drama. RL7.4</p>
MCCS RL.5	<p>RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>I Can..... ~ Recognize the differences between the form/structure used in stories, dramas, and poems. I can analyze and explain how the form/structure affects the overall meaning of the text. RL7.5</p>
MCCS RL.6	<p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>I Can..... ~ Classify point of view (first, second, third, third limited, third omniscient), analyze how an author develops the points of view, explain why authors develop the points of view, and contrast the points of view of different characters or narrators in a text. RL7.6</p>
MCCS RL.7 Integration of Knowledge and Ideas	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>I Can..... ~ Explain, compare, and contrast mental images created while reading and viewing various versions (media or staged) of the same text. I can identify and analyze techniques used in media versions of a text and explain their impact on the audience. RL7.7</p>
MCCS RL.8	<p>RL.7.8 (Not applicable to literature)</p>	<p>I Can..... (Not applicable to literature)</p>

6-8 Reading Literature

	6-8 Reading Literature Band Grade Seven Cont.....	6-8 Learner Targets (I Can Statements) Grade Seven Cont.....
MCCS RL.9	<p>RL.7.9</p> <p>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. Include texts that contain portrayals and/or accounts by and about American Indians.</p>	<p>I Can.....</p> <p>~ Define, compare, and contrast historical fiction versus accurate historical events. I can analyze how authors use or alter historical facts to develop their own fictional stories. RL7.9</p>
MCCS RL.10 Range of Reading and Level of Text	<p>RL.7.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I Can.....</p> <p>~ Use reading strategies to read and comprehend various texts at grade level or above. RL7.10</p>

6-8 Reading Literature

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	6-8 Reading Literature Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
MCCS RL.1 Key Ideas and Details	RL.8.1	I Can.....
	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	~ Define citation/cite RL8.1 ~ Find evidence for strong support RL8.1 ~ Make inferences RL8.1
MCCS RL.2	RL.8.2	I Can.....
	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.	~ Determine theme RL8.2 ~ Analyze theme development RL8.2 ~ Explain how the theme relates to the characters, setting, and plot RL8.2 ~ Write an unbiased summary RL8.2
MCCS RL.3	RL.8.3	I Can.....
	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.	~ Explain how dialogue and incidents moves the action, develops a character, and provokes decisions RL8.3
MCCS RL.4 Craft and Structure	RL.8.4	I Can.....
	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.	~ Define figurative language RL8.4 ~ Define connotative meaning RL8.4
MCCS RL.5	RL.8.5	I Can.....
	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.	~ Explain how structure affects meaning of two or more texts RL8.5 ~ Explain the impact of figurative language on a literary piece RL8.5 ~ Determine the meaning of a word RL8.5
MCCS RL.6	RL.8.6	I Can.....
	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.	~ Define point of view RL8.6 ~ Explain the similarities and differences of characters' points of view and how they create suspense or humor. RL8.6
MCCS RL.7 Integration of Knowledge and Ideas	RL.8.7	I Can.....
	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.	~ Explain the similarities and differences between a written work and an audio/visual presentation of the same work. RL8.7 ~ Evaluate the choices made by the director and actors RL8.7
MCCS RL.8	RL.8.8 (Not applicable to literature)	I Can..... (Not applicable to literature)

6-8 Reading Literature

	6-8 Reading Literature Band Grade Eight Cont.....	6-8 Learner Targets (I Can Statements) Grade Eight Cont.....
MCCS RL.9	RL.8.9	I Can.....
	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. Include texts by and about American Indians.	~Explain how a modern piece is affected by or draws from myths, traditional stories, or religious works RL8.9
MCCS RL.10 Range of Reading and Level of Text	RL.8.10	I Can.....
	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.	~ Independently comprehend many genres of literature (e.g. stories, dramas and poems) using reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) at grade level. RL8.10

References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

6-8 Reading Literature

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	6-8 Reading Informational Text Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS RI.1 Key Ideas and Details	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I Can..... ~ Use evidence from the text to support my analysis of what the text says and inferences I make. RI6.1
MCCS RI.2	RI.6.2 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.	I Can..... ~ Determine the main idea of a text and explain how it is supported by key details. RI6.2 ~ Summarize informational text while leaving out my personal opinion. RI6.2
MCCS RI.3	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I Can..... I can analyze how an individual, even, or idea is introduced and elaborated upon in informational text. RI6.3
MCCS RI.4 Craft and Structure	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I Can..... ~ Distinguish among figurative, literal, connotative, or technical meaning of words or phrases in grade 6. RI6.4
MCCS RI.5	RI.6.5 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.	I Can..... ~ Analyze how a sentence/chapter fits into the structure of a text and contributes to the development of the ideas. RI6.5
MCCS RI.6	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about Montana American Indians.	I Can..... ~ Determine the author's point of view and explain how it is conveyed through the text. RI6.6 ~ Determine the author's point of view in Montana American Indian informational text. RI6.6
MCCS RI.7 Integration of Knowledge and Ideas	RI.6.7 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.	I Can..... ~ Utilize media or graphics to develop a coherent understanding of a topic. RI6.7
MCCS RI.8	RI.6.8 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. Include texts by and about Montana American Indians.	I Can..... ~ Trace and evaluate the argument and claims in a text. RI6.8 ~ Identify claims that are supported with reasons and those that are not. RI6.8
MCCS RI.9	RI.6.9 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). Include texts by and about Montana American Indians.	I Can..... ~ Compare and contrast two authors' presentation of the same event or topic. RI6.9
MCCS RI.10 Range of Reading and Level of Text	RI.6.10 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.	I Can..... ~ Read and comprehend informational text appropriate for sixth grade. RI6.10

6-8 Reading Informational

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	6-8 Reading Informational Text Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS RI.1 Key Ideas and Details	<p>RI.7.1</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I Can.....</p> <p>~ Define and use textual evidence to explicitly answer questions that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. RI7.1</p>
MCCS RI.2	<p>RI.7.2</p> <p>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.</p>	<p>I Can.....</p> <p>~ Define and compose an objective summary and analyze central idea developed throughout a text. RI7.2</p>
MCCS RI.3	<p>RI.7.3</p> <p>Analyze the interactions between individuals, events within a cultural context, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>I Can.....</p> <p>~ Explain, analyze, and infer interactions between individuals, events, and/or ideas in a text relating to cultural context when necessary. RI7.3</p>
MCCS RI.4 Craft and Structure	<p>RI.7.4</p> <p>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.</p>	<p>I Can.....</p> <p>~ Interpret words and phrases used in a text, differentiating between technical, connotative, and figurative meanings, and analyze word choices on meaning and tone. RI7.4</p>
MCCS RI.5	<p>RI.7.5</p> <p>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.</p>	<p>I Can.....</p> <p>~ 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. RI7.5</p>
MCCS RI.6	<p>RI.7.6</p> <p>Determine an author's point of view or purpose in a text, including those by and about Montana American Indians, and analyze how the author distinguishes his or her position from that of others.</p>	<p>I Can.....</p> <p>~ Determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. RI7.6</p>
MCCS RI.7 Integration of Knowledge and Ideas	<p>RI.7.7</p> <p>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).</p>	<p>I Can.....</p> <p>~ 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). RI7.7</p>
MCCS RI.8	<p>RI.7.8</p> <p>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. Include texts by and about Montana American Indians.</p>	<p>I Can.....</p> <p>~ 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 including texts by and about American Indians. RI7.8</p>
MCCS RI.9	<p>RI.7.9</p> <p>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. Include texts by and about Montana American Indians.</p>	<p>I Can.....</p> <p>~ 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, include texts by and about American Indians. RI7.9</p>
MCCS RI.10 Range of Reading and Level of Text	<p>RI.7.10</p> <p>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.</p>	<p>I Can.....</p> <p>~ Read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI7.10</p>

6-8 Reading Informational

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	6-8 Reading Informational Text Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
MCCS RI.1 Key Ideas and Details	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	I Can..... ~ Define citation/cite RI.8.1 ~ Find evidence for strong support RI.8.1 ~ Make inferences RI.8.1
MCCS RI.2	RI.8.2 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.	I Can..... ~ Determine the central idea RI.8.2 ~ Explain how a central idea develops throughout the text RI.8.2 ~ Write an unbiased summary RI.8.2
MCCS RI.3	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories).	I Can..... ~ Explain how people, ideas, and situations are connected in a text RI.8.3
MCCS RI.4 Craft and Structure	RI.8.4 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	I Can..... ~ Determine the meaning of words and phrases RI.8.4 ~ Define figurative language RI.8.4 ~ Define connotative meaning RI.8.4 ~ Define technical meanings RI.8.4 ~ Explain how specific words impact meaning and tone RI.8.4 ~ Explain the impact of analogies and allusions RI.8.4
MCCS RI.5	RI.8.5 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.	I Can..... ~ Explain in detail how an author uses the structure to develop concepts RI.8.5
MCCS RI.6	RI.8.6 Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I Can..... ~ Define point of view RI.8.6 ~ Determine the author's point of view in a text RI.8.6 ~ Explain how an author responds to others' points of view RI.8.6
MCCS RI.7 Integration of Knowledge and Ideas	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I Can..... ~ Explain the advantages and disadvantages of using different mediums RI.8.7
MCCS RI.8	RI.8.8 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. Include texts by and about Montana American Indians.	I Can..... ~ Define delineate RI.8.8 ~ Determine if the support is relevant RI.8.8 ~ Determine if the support is sufficient RI.8.8 ~ Recognize irrelevant evidence RI.8.8

6-8 Reading Informational

	6-8 Reading Informational Text Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS RI.9	RI.8.9	I Can.....
	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. Include texts by and about Montana American Indians.	~ Explain the similarities and differences between two written works on the same topic on matter of fact or interpretation RI8.9
MCCS RI.10 Range of Reading and Level of Text	RI.8.10	I Can.....
	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	~ Independently comprehend nonfiction writing using reading strategies (e.g. ask question, make connections, take notes, make inferences, visualize, re-read) at grade level RI8.10

References

Holmes, M., & Meyers, L. (2011).
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6-8 Reading Informational

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	6-8 Writing Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS W.1 Text Types and Purposes	<p>W.6.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented</p>	<p>I Can.....</p> <p>~ Write an argument with clear reasons and relevant evidence where I can introduce claims and organize the reasons and evidence clearly. W6.1</p> <p>~ Support claims with clear and relevant reasons and use credible sources and demonstrate understanding of the topic. W6.1</p> <p>~ Use words, phrases and clauses to clarify relationships among claims and reasons. W6.1</p> <p>~ Establish and maintain a formal style and provide a concluding statement or section that flows from the presented argument. W6.1</p>
MCCS W.2	<p>W.6.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented</p>	<p>I Can.....</p> <p>~ Write an informative piece which examines a topic and conveys ideas where I can introduce a topic, organize ideas with appropriate structure, including formatting and graphics when useful. W6.2</p> <p>~ Use facts, definitions, details and quotations or other examples to develop the topic and use appropriate transitions to clarify relationships among ideas. W6.2</p> <p>~ Use precise language and vocabulary to explain a topic and establish and maintain a formal style and provide a concluding statement or section. W6.2</p>

6-8 Writing

	6-8 Writing Band Grade Six Cont.	6-8 Learner Targets (I Can Statements) Grade Six Cont.
MCCS W.3	<p>W.6.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>I Can.....</p> <p>~ Write real or imagined narrative with descriptive details and effective techniques where I can establish a context, introduce a character or narrator, and organize a logical event sequence. W6.3</p> <p>~ Use dialogue, descriptions, and pacing to develop events and characters. W6.3</p> <p>~ Use transitional words, phrases and clauses to convey sequence and signal shifts. W6.3</p> <p>~ Use precise words and phrases and sensory details and language to convey experience and events and provide a conclusion. W6.3</p>
MCCS W.4 Production and Distribution of Writing	<p>W.6.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>I Can.....</p> <p>~ Provide clear, coherent writing in which the development, organization and style are appropriate for 6th grade audiences and purpose. W6.4</p>
MCCS W.5	<p>W.6.5</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)</p>	<p>I Can.....</p> <p>~ Use guidance from my peers and adults to plan, revise and edit my writing. W6.5</p>
MCCS W.6	<p>W.6.6</p> <p>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.</p>	<p>I Can.....</p> <p>~ Use technology (including the internet) to produce and publish my work. W6.6</p> <p>~ Demonstrate a command of keyboarding skills to type three pages in a single sitting. W6.6</p> <p>~ Use the internet to interact and collaborate with my peers on writing projects. W6.6</p>
MCCS W.7 Research to Build and Present Knowledge	<p>W.6.7</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.</p>	<p>I Can.....</p> <p>~ Conduct short research projects, that use several sources, to answer a specific question. W6.7</p>
MCCS W.8	<p>W.6.8</p> <p>Gather relevant information from multiple oral, 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</p>	<p>I Can.....</p> <p>~ Gather relevant information from multiple sources (print and digital) and access the credibility of these sources. W6.8</p> <p>~ Quote and paraphrase information that is found for my finished work. W6.8</p> <p>~ Provide basic bibliographic information for my sources. W6.8</p>

6-8 Writing

	6-8 Writing Band Grade Six Cont.	6-8 Learner Targets (I Can Statements) Grade Six Cont.
MCCS W.9	<p>W.6.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</p>	<p>I Can.....</p> <p>~ Use textual evidence from literature to support analysis, reflection, and research in my writing. W6.9</p> <p>~ Use evidence from informational text to support analysis, reflection and research in my writing. W6.9</p>
MCCS W.10 Range of Writing	<p>W.6.10</p> <p>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.</p>	<p>I Can.....</p> <p>~ Recognize that different writing tasks require varied time frames to complete. W6.10</p> <p>~ Determine a writing format/style to fit my task, purpose and audience. W6.10</p> <p>~ Write for a variety of reasons (to inform, persuade, entertain, describe or to convey and experience) W6.10</p>

6-8 Writing

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Writing Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS W.1 Text Types and Purposes	<p>W.7.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>I Can.....</p> <p>~ Write arguments to support claims with clear reasons and relevant evidence. W7.1</p>
MCCS W.2	<p>W.7.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>I Can.....</p> <p>~ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W7.2</p>

6-8 Writing

	6-8 Writing Band Grade Seven Cont.....	6-8 Learner Targets (I Can Statements) Grade Seven Cont.....
MCCS W.3	<p>W.7.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>I Can.....</p> <p>~ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W7.3</p>
MCCS W.4 Production and Distribution of Writing	<p>W.7.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>I Can.....</p> <p>~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7.4</p>
MCCS W.5	<p>W.7.5</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p>	<p>I Can.....</p> <p>~ 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. W7.5</p>
MCCS W.6	<p>W.7.6</p> <p>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.</p>	<p>I Can.....</p> <p>~ 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. W7.6</p>
MCCS W.7 Research to Build and Present Knowledge	<p>W.7.7</p> <p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.</p>	<p>I Can.....</p> <p>~ Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation, including sources and/or topics by and about American Indians. W7.7</p>
MCCS W.8	<p>W.7.8</p> <p>Gather relevant information from multiple oral, 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.</p>	<p>I Can.....</p> <p>~ 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. W7.8</p>

6-8 Writing

	6-8 Writing Band Grade Seven Cont.	6-8 Learner Targets (I Can Statements) Grade Seven Cont.
MCCS W.9	W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “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. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).	I Can..... ~ Draw evidence from literary or informational texts to support analysis, reflection, and research. W7.9
	MCCS W.10 Range of Writing	W.7.10 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.
		I Can..... ~ 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. W7.10

6-8 Writing

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Writing Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
MCCS W.1 Text Types and Purposes	<p>W.8.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>I Can.....</p> <p>~ Write an argumentative paper W8.1</p> <p>~ Define claims W8.1</p> <p>~ Define arguments W8.1</p> <p>~ Create a strong claim W8.1</p> <p>~ Organize evidence to support a claim W8.1</p> <p>~ Include relevant evidence for and against an argument W8.1</p> <p>~ Use credible sources W8.1 W8.2</p> <p>~ Use a formal style W8.1 W8.2</p> <p>~ Use transitions W8.1 W8.2 W8.3</p> <p>~ Provide a conclusion W8.1 W8.2 W8.3</p>
MCCS W.2	<p>W.8.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>I Can.....</p> <p>~ Define cohesion W8.2</p> <p>~ Write an informative/explanatory paper W8.2</p> <p>~ Introduce a topic previewing the content W8.2</p> <p>~ Introduce a topic previewing the content W8.2</p> <p>~ Use multiple strategies to organize information W8.2</p> <p>~ Use graphic organizers W8.2</p> <p>~ Support the topic with facts, details, quotes and examples W8.2</p>

6-8 Writing

	6-8 Writing Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS W.3	<p>W.8.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>I Can.....</p> <p>~ Use descriptive vocabulary W8.3</p> <p>~ Write a narrative paper W8.3</p> <p>~ Develop a narrator and/or characters W8.3</p> <p>~ Develop point of view W8.3</p> <p>~ Develop a plot W8.3</p> <p>~ Use dialogue W8.3</p> <p>~ Use descriptive vocabulary and sensory language W8.3</p>
MCCS W.4 Production and Distribution of Writing	<p>W.8.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>I Can.....</p> <p>~ Produce grade-level appropriate writing W8.4</p>
MCCS W.5	<p>W.8.5</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</p>	<p>I Can.....</p> <p>~ Use revision strategies W8.5</p> <p>~ Use editing strategies W8.5</p> <p>~ Revise for a specific purpose and audience W8.5</p> <p>~ Use feedback from teachers and/or peers W8.5</p> <p>~ Use technology to publish writing W8.5</p>
MCCS W.6	<p>W.8.6</p> <p>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.</p>	<p>I Can.....</p> <p>~ Show relationships between information and ideas W8.6</p> <p>~ Use technology to collaborate W8.6</p>
MCCS W.7 Research to Build and Present Knowledge	<p>W.8.7</p> <p>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. Include sources and/or topics by and about American Indians.</p>	<p>I Can.....</p> <p>~ Develop a research project W8.7</p> <p>~ Use several sources to answer a question W8.7</p> <p>~ Generate focused questions for research W8.7</p>

6-8 Writing

	6-8 Writing Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS W.8	W.8.8	I Can.....
	Gather relevant information from multiple oral, 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.	~Define credible W8.8 ~ Find information from multiple oral, print and digital sources W8.8 ~ Decide if a source is credible W8.8 ~ Define plagiarism W8.8 ~ Paraphrase information W8.8 ~ Include quotes W8.8 ~ Cite sources correctly W8.8 ~ Produce a works cited page W8.8
MCCS W.9	W.8.9	I Can.....
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “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. Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).	~ Use pieces from literary texts to support my writing W8.9 ~ Use pieces from informational texts to support my writing W8.9
MCCS W.10 Range of Writing	W.8.10	I Can.....
	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.	~ Write for many reasons W8.10

References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

6-8 Writing

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Language Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS L.1 Conventions of Standard English	<p>L.6.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>I Can.....</p> <p>~ Use pronouns in the proper case. Vocabulary: pronoun L 6.1a</p> <p>~ Use intensive pronouns. L 6.1b</p> <p>~ Correct inappropriate shifts in pronoun numbers and person pronouns. L 6.1c</p> <p>~ Correct vague pronouns. L 6.1d</p> <p>~ Recognize variation of standards English in writing and correct those areas. L 6.1e</p>
MCCS L.2	<p>L.6.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>I Can.....</p> <p>~ Use punctuation to set off nonrestrictive elements. L 6.2a</p> <p>~ Spell. L 6.2b</p>
MCCS L.3 Knowledge of Language	<p>L.6.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p>I Can.....</p> <p>~ Vary sentence patterns for meaning, interest and style. L 6.3a</p> <p>~ Maintain consistency in style and tone while writing and speaking. L 6.3b</p>
MCCS L.4	<p>L.6.4</p> <p>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.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. 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>d. 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>I Can.....</p> <p>~ Use context clues to figure out words L 6.4a</p> <p>~ Use Greek and Latin affixes and roots to figure out word meanings. L 6.4b</p> <p>~ Use reference materials to determine pronunciation, meaning, or part of speech of a word. L 6.4c</p> <p>~ Verify what I think a word means by checking the inferred meaning in context or in a dictionary. L 6.4d</p>

6-8 Language

	6-8 Language Band Grade Six Cont.....	6-8 Learner Targets (I Can Statements) Grade Six Cont.....
MCCS L.5	L.6.5	I Can.....
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty, battle, massacre).	~ Interpret figure of speech in context L 6.5a ~ Use the relationship between words to better understand each word's meaning. L 6.5b ~ Distinguish among connotations and denotations of words. L 6.5c
MCCS L.6	L.6.6	I Can.....
	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.	~ Use vocabulary appropriate to sixth grade topics. L.6.6 ~ Use resources to determine the meaning a word or phrase important for comprehension and /or expression. L 6.6

6-8 Language

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Language Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS L.1 Conventions of Standard English	<p>L.7.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>I Can.....</p> <p>~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1</p> <p>~ Explain the function of phrases and clauses in specific sentences. L.7.1a</p> <p>~ Identify and use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1b</p> <p>~ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.1c</p>
MCCS L.2	<p>L.7.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p>I Can.....</p> <p>~ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (e.g. comma to separate coordinate adjectives) L.7.2</p>
MCCS L.3 Knowledge of Language	<p>L.7.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>I Can.....</p> <p>~ Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3</p> <p>~ Choose language that expresses ideas precisely and concisely L.7.3a</p>
MCCS L.4	<p>L.7.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. 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>d. 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>I Can.....</p> <p>~ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.4</p>

6-8 Language

	6-8 Language Band Grade Seven Cont.	6-8 Learner Targets (I Can Statements) Grade Seven Cont.
MCCS L.5	<p>L.7.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar or denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>d. Recognize the influence time, culture, gender and social relationships have upon word meaning</p>	<p>I Can.....</p> <p>~ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L7.5</p>
MCCS L.6	<p>L.7.6</p> <p>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>I Can.....</p> <p>~ 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. L7.6</p>

6-8 Language

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Language Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
MCCS L.1 Conventions of Standard English	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p>I Can..... ~ Demonstrate proper usage of the eight parts of speech in writing and speaking L8.1 ~ Explain the function of verbals L8.1 ~ Recognize and correct inappropriate shifts in verb voice and mood L8.1</p>
MCCS L.2	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.</p>	<p>I Can..... ~ Use capitalization and punctuation correctly L8.2 ~ Use punctuation to indicate a pause or break L8.2 ~ Use an ellipsis to indicate an omission L8.2 ~ Spell correctly L8.2</p>
MCCS L.3 Knowledge of Language	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. 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).</p>	<p>I Can..... ~ Use proper conventions L8.3 ~ Use verbs in multiple forms to achieve an effect L8.3</p>
MCCS L.4	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. 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. d. 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>I Can..... ~ Use context clues to determine the meaning of a word L8.4 ~ Use Greek or Latin roots to determine the meaning of a word L8.4 ~ Use print reference materials L8.4 ~ Use electronic reference materials L8.4</p>

6-8 Language

	6-8 Language Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS L.5	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). d. Recognize the influence time, culture, gender and social relationships have upon word meaning.	I Can..... ~ Interpret figurative language L8.5 ~ Use figurative language L8.5 ~ Find relationships between words to better understand them L8.5
MCCS L.6	L.8.6 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.	I Can..... ~ Use grade appropriate vocabulary L8.6

References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Speaking and Listening Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS SL.1 Comprehension and Collaboration	<p>SL.6.1</p> <p>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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>I Can.....</p> <p>~ Prepare for a variety of class discussions (by reading and researching specific topics) and participate by referring to my findings during discussion. S.L.6.1a</p> <p>~ Follow agreed-upon rules for class discussion, carry out my role, and meet goals and deadlines. S.L. 6.1b</p> <p>~ Ask and answer questions during a discussion to elaborate on the remarks of others and contribute to the discussion. S.L. 6.1c</p> <p>~ Review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion by paraphrasing the presentation. S.L. 6.1d</p>
MCCS SL.2	<p>SL.6.2</p> <p>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</p>	<p>I Can.....</p> <p>~ Interpret information presented in a variety formats and explain how it contributes to the topic we are studying. S.L. 6.2</p>
MCCS SL.3	<p>SL.6.3</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>I Can.....</p> <p>~ Identify the difference between claims that are supported by evidence/reasons and claims that are not supported by evidence/reasons. S.L. 6.3</p> <p>~ Identify a speaker's argument and specific claims. S.L. 6.3</p>
MCCS SL.4 Presentation of Knowledge and Ideas	<p>SL.6.4</p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>I Can.....</p> <p>~ Present claims in a logical order using descriptions, facts and details in order to focus on the main idea and/or theme of the presentation. S.L. 6.4</p> <p>~ Use appropriate eye contact, adequate volume, and clear pronunciation. S.L. 6.4</p>
MCCS SL.5	<p>SL.6.5</p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</p>	<p>I Can.....</p> <p>~ Include multimedia elements (i.e., Power Point, videos; etc.) when they will be helpful in clarifying information. S.L. 6.5</p>
MCCS SL.6	<p>SL.6.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>I Can.....</p> <p>~ Adapt my speech to a variety of tasks and contexts S.L. 6.6</p>

6-8 Speaking and Listening

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Speaking and Listening Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS SL.1 Comprehension and Collaboration	<p>SL.7.1 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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>I Can.....</p> <p>~ 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. SL7.1</p>
MCCS SL.2	<p>SL.7.2 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.</p>	<p>I Can.....</p> <p>~ 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. SL7.2</p>
MCCS SL.3	<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>I Can.....</p> <p>~ Understand a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL7.3</p>
MCCS SL.4 Presentation of Knowledge and Ideas	<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>I Can.....</p> <p>~ Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL7.4</p>
MCCS SL.5	<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>I Can.....</p> <p>~ Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL7.5</p>
MCCS SL.6	<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>I Can.....</p> <p>~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL7.6</p>

6-8 Speaking and Listening

21st Century Foundation Skills	<p>Collaboration: Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p>Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p>Creativity: Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p>Critical Thinking: Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Speaking and Listening Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
MCCS SL.1 Comprehension and Collaboration	<p>SL.8.1</p> <p>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.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>I Can.....</p> <p>~ Participate in one-on-one discussions SL8.1</p> <p>~ Participate in group discussions SL8.1</p> <p>~ Participate in teacher-led discussions SL8.1</p> <p>~ Prepare for a discussion SL8.1</p> <p>~ Respond to questions posed by my group members SL8.1</p> <p>~ Summarize the group's discussion SL8.1</p> <p>~ Understand others' perspectives SL8.1</p>
MCCS SL.2	<p>SL.8.2</p> <p>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.</p>	<p>I Can.....</p> <p>~ Explain the use and purpose of multiple forms of media SL8.2</p> <p>~ Evaluate why information was presented in a specific format SL8.2</p>
MCCS SL.3	<p>SL.8.3</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>I Can.....</p> <p>~ Evaluate the soundness, relevance, and sufficiency of evidence SL8.3</p>
MCCS SL.4 Presentation of Knowledge and Ideas	<p>SL.8.4</p> <p>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, adequate volume, and clear pronunciation.</p>	<p>I Can.....</p> <p>~ Present claims logically SL8.4</p> <p>~ Define salient points SL8.4</p> <p>~ Use relevant descriptions, facts, and details with reasoning SL8.4</p> <p>~ Use appropriate eye contact, volume and pronunciation SL8.4</p>
MCCS SL.5	<p>SL.8.5</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>I Can.....</p> <p>~ Use multimedia components in a presentation to strengthen claims SL8.5</p>
MCCS SL.6	<p>SL.8.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>I Can.....</p> <p>~ Use formal language in a classroom setting SL8.6</p>

References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

6-8 Speaking and Listening