

Intensive Reading

Curriculum Alignment Project ***CAP Plan***

Walton County School District
2015 – 2016

PLEASE READ!

The purpose of the summer CAP Project was to design a framework that would assist Reading teachers with the implementation of quality instruction utilizing the Achieve3000 system. In addition to Achieve3000, the CAP team took great strides to include opportunities for teachers to weave in self-selected literature supports (literary options, as examples choices, are also provided intermittently).

The goals of the 2015 Summer IR CAP team were:

- ✓ Providing an outline of Units built from Achieve3000 articles for the 2015 – 2016 school year
- ✓ Providing guiding calendars for each month of the school year
- ✓ Identifying target strategies for all articles
- ✓ Identifying and providing the Language Arts Florida Standards (LAFS) for every first semester article
- ✓ Highlighting the key standard(s) for all articles (as related to the target strategy)
- ✓ Identifying and providing additional LAFS for many articles during the second semester
- ✓ Providing Literature Suggestions, links, and / or resource locations for several Units

You will notice this plan has an area for “Notes” at the bottom of each monthly calendar. Additionally, there is ‘white’ space on many pages. **The CAP Team requests** that you note your ideas, comments, suggestions, instructional concerns, technical concerns, literature suggestions, wonderful and creative lesson extensions, etc. in these areas and submit them for review during next year’s CAP. *Additionally, you are invited to attend the 2016 Summer CAP process to review, amend, edit, and expand this county plan. The 2015 IR CAP Project was an edifying process within a supportive environment where instructional reflection and professional growth was encouraged.*

One final note, the success of your students and your instruction relies on accurate administration of Achieve3000 with fidelity. **If you are unaware of the Achieve3000 Instructional Model, please contact your Literacy Coach for assistance, model lessons, and / or support!** Our students will achieve with effective, intentional instruction. Have a wonderful 2015 – 2016 school year!

August 2015

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
	3 Pre-Planning Week	4	5	6	7
	10 First Day of School	11	12	13 Level Set	14
1 Unit One – Natural Disasters	17 & 18 Storm Hits East Coast Text Structure – Chronological Sequence		19	20 & 21 After Quake, Kids Settle in Florida Prior Knowledge and Building Background	
2	24 & 25 Shaking Stops, Twittering Begins Text Structure – Problem Solution		26	27 & 28 Getting Ready for Earthquakes Text Structure – Chronological Sequence	
3	31 – September 4 Bonus Lesson – Social Media Helps Cite Evidence				
4					

Notes: _____

AUGUST

Unit 1: Natural Disasters

Article 1: Storm Hits East Coast

Strategy: Understanding Text Structure – Chronological Sequence

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**

Article 2: After Quake, Kids Settle in Florida

Strategy: Activating Prior Knowledge and Building Background

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.2: 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.

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 3: Shaking Stops, Twittering Begins
Strategy: Understanding Text Structure – Problem Solution

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 4: Getting Ready for Earthquakes
Strategy: Understanding Text Structure – Chronological Sequence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**

Bonus Lesson: Social Media Helps
Strategy: Cite Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o LAFS.68.RI.3.7: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.2: Presentation of Knowledge and Ideas

- o LAFS.68.SL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.W.3: Research to Build and Present Knowledge

- o LAFS.68.W.3.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
- o LAFS.68.W.3.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

September 2015

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
5	7 No School Labor Day	8 – 11 Literature Suggestions (Natural Disasters):			
6 Unit Two – Space	14 & 15 Going Places in Space Generating Questions		16	17 & 18 Counting Rats Text Structure – Cause and Effect	
7	21 & 22 It Came From Outer Space Prior Knowledge and Building Background		23	24 & 25 Hawaii: A Base for Space Inferring	
8	28 – October 2 Bonus Lesson – The Sky Went Dark Making a Claim with Text Evidence				

Notes: _____

SEPTEMBER

Unit 1: Natural Disasters (continued)

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
No School				

End of Unit One

Unit 2: Space

Article 1: Going Places in Space Strategy: Generating Questions

****LAFS.68.L.3: Vocabulary Acquisition and Use**

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 2: Counting Rats from Space
Strategy: Understanding Text Structure – Cause and Effect

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 3: It Came from Outer Space

Strategy: Activating Prior Knowledge and Building Background

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 4: Hawaii: A Base for Space Strategy: Inferring

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Bonus Lesson: The Sky Went Dark
Strategy: Making a Claim with Text Evidence

LAFS.68.RST.2: Craft and Structure

- o LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RST.3: Integration of Knowledge and Ideas

- o LAFS.68.RST.3.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o LAFS.68.RI.3.7: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.2: Presentation of Knowledge and Ideas

- o LAFS.68.SL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.W.4: Range of Writing

- o LAFS.68.W.4.10: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

October 2015

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
9	5 – 7 Literature Suggestions (Space):			8 ½ Day End of the 1 st Quarter	9 Teacher Workday
10 <i>FSA and FCAT Retakes Begin (Oct. 12 – 23)</i> Unit Three: Cultures	12 & 13 Just a Story... Or Is It? Text Structure – Compare and Contrast		14	15 & 16 Young People Learn Old Ways Text Structure – Compare and Contrast / Problem and Solution	
11	19 & 20 New Year New Country Generating Questions		21	22 & 23 Looking Good at 150 Text Structure – Compare and Contrast	
12	26 – 30 Bonus Lesson – A Nation's Songs Inference				

Notes: _____

OCTOBER

Unit 2: Space (continued)

Literature:

Day 1 – 2	Day 3 – 4	Day 5
http://www.universetoday.com/37122/mythology-of-the-planets/	http://www.firstpeople.us/FP-HTML-Legends/WhyTheStarsAreInTheSky-Eskimo.html <i>End of Quarter – ½ Day</i>	No School

End of Unit Two

Unit 3: Cultures

Article 1: Just a Story... Or Is It?

Strategy: Understanding Text Structure – Compare and Contrast

****LAFS.68.L.3: Vocabulary Acquisition and Use**

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o **LAFS.68.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 2: Young People Learn Old Ways

Strategy: Understanding Text Structure – Compare / Contrast & Problem / Solution

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.RI.1.2: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o **LAFS.68.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o LAFS.68.RI.3.7: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o **LAFS.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o **LAFS.68.RI.3.8: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 3: New Year, New Country Strategy: Generating Questions

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.2: Craft and Structure

- o **RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 4: Looking Good at 150 *with complementary text* Restoration of Big Ben Strategy: Understanding Text Structure – Compare and Contrast

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o **LAFS.68.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o **LAFS.68.RI.3.9: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Bonus Lesson: A Nation's Songs
Secondary Source: The National Anthem
Strategy: Inference

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - LAFS.68.L.3.5.a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - LAFS.68.L.3.5.b: Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words
 - LAFS.68.L.3.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.RI.1.2: Determine the central idea in text, how the central idea is conveyed through specific details; then provide a summary of the text distinct from personal opinions or judgments.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.RI.2.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o LAFS.68.RI.3.7: 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.

- Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.RI.3.8: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- LAFS.68.RI.4: Range of Reading and Level of Text Complexity
- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- LAFS.68.RL.2: Craft and Structure
- o LAFS.68.RL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- LAFS.68.SL.1: Comprehension and Collaboration
- o LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.2: Presentation of Knowledge and Ideas

- o LAFS.68.SL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

November 2015

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
13	2 – 6 Literature Suggestions (Cultures): Extending the Learning - Article 1; Extension's Link to 'Myths and Folk Tales'; Picture Book <u>Our Liberty Bell</u> ; <i>Deportation at Breakfast</i> (Texts and Lessons for Literature, p. 77)				
14	Unit Four – U.S. History 9 & 10 Making a Better Life Text Structure – Cause and Effect	11 Veterans' Day		12 & 13 Saving American History Summarizing	
15	16 & 17 The Story of Mammoth Cave Summarizing		18	19 & 20 ½ Day New States, New Troubles Primary and Secondary Sources	
	23 – 27 Thanksgiving Break				
16	30 – December 4 Bonus Lesson – Becoming American Cause and Effect				

Notes: _____

NOVEMBER

Unit 3: Cultures (continued)

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
<i>The National Anthem</i>	<i>Myths and Folk Tales</i> (find resource under first article, Extending the Learning link, Achieve3000)	<u><i>Our Liberty Bell</i></u> , (picture book)	<i>Deportation at Breakfast</i> , (p. 77, Texts and Lessons resource)	

End of Unit Three

Unit 4: US History

Article 1: Making a Better Life **Strategy: Understanding Text Structure – Cause and Effect**

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 2: Saving American History and

Great Depression Article and Activity Link

http://macmillanmh.com/ccsreading/treasures/grade6/ccslh_g6_ri_2_2b_11.html

Strategy: Summarizing

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - LAFS.68.L.3.5.a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - LAFS.68.L.3.5.b: Use the relationship between particular words (e.g., synonym / antonym, analogy) to better understand each of the words
 - LAFS.68.L.3.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: Determine two or more central ideas in a text; analyze the development of the central ideas over the course of the text and how they are conveyed through specific details; provide an objective summary of the text free of personal opinions or judgments**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o LAFS.68.RI.3.8: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 3: The Story of Mammoth Cave Strategy: Summarizing

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o **LAFS.68.RI.1.2: Determine two or more central ideas in a text; analyze the development of the central ideas over the course of the text and how they are conveyed through specific details; provide an objective summary of the text free of personal opinions or judgments**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 4: New States, New Troubles Strategy: Using Primary and Secondary Sources

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: 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.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Bonus Lesson: Becoming American **Strategy: Cause and Effect**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o **LAFS.68.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

- LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.2: Presentation of Knowledge and Ideas

- o LAFS.68.SL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

December 2015

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
17	7 – 11 Literature Suggestions (U.S. History): <i>I Am From</i> (poem); <u>The Red Badge of Courage</u> (chapter); <i>Saving Our American History</i> (blog); <i>New States, New Troubles</i> , (primary source)				
18 Semester Exams Week	14	15	16	17	18 End of the 2 nd Quarter
	21 – 25 Christmas Break				
	28 – January 1 Christmas Break				

Notes: _____

DECEMBER

Unit 4: US History (continued)

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
<i>I Am From</i> , (poem, p. 152, Texts and Lessons resource)	Chapter from, <u>The Red Badge of Courage</u>	Continue, <u>The Red Badge of Courage</u>	<i>Saving Our American History</i> (find resource under second article, Smithsonian blog, Achieve3000)	<i>New States, New Troubles</i> , Henry Clay (find resource under fourth article, Achieve3000)

End of Unit Four

END OF FIRST SEMESTER

January 2016

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
Unit Five (1) – Technology 19	4 Teacher Work Day	5 Professional Development	6 – 8 Great Ideas, Made Easy Prior Knowledge and Building Background		
20	11 & 12 No Cell Phones? No Computers? No, Thank You! Summarizing		13	14 & 15 Ads That Have Eyes Generating Questions	
21	18 MLK Jr. Day	19 – 22 Bonus Lesson – Check the Facts Claim with Text Evidence			
Unit Six (2) – Nature 22	25 & 26 Does Nature Need Our Help? Text Structure – Cause and Effect		27	28 & 29 The Beauty of Silence Central Ideas and Details	

Notes: _____

JANUARY 2016

Unit 5: Technology

Article 1: Great Ideas, Made Easy

Strategy: Activating Prior Knowledge and Building Background

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in all articles except Article 3 and the Bonus Lesson. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 1: Great Ideas, Made Easy (continued)

LAFS.68.SL.1: Comprehension and Collaboration (continued)

- LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 2: No Cell Phones? No Computers? No, Thank You! **Strategy: Summarizing**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: Determine two or more central ideas in a text; analyze the development of the central ideas over the course of the text and how they are conveyed through specific details; provide an objective summary of the text free of personal opinions or judgments**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 3: Ads That Have Eyes **Strategy: Generating Questions**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Bonus Lesson: Check the Facts
Strategy: Claim with Text Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.W.1: Text Types and Purposes

- o LAFS.68.W.1.1: Write arguments to support claims with clear reasons and relevant evidence.
 - LAFS.68.W.1.1.a: Introduce claim(s) and organize reasons & evidence clearly.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.W.1.1.b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.W.1.1.c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.W.1.1.d: Establish and maintain a formal style.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.W.1.1.e: Provide a concluding statement or section that follows from the argument presented.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.W.2: Production and Distribution of Writing

- o LAFS.68.W.2.5: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.W.2.6: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

End of Unit Five

Unit 6: Nature

Article 1: Does Nature Need Our Help?

Strategy: Understanding Text Structure – Cause and Effect

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article.

These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 2: The Beauty of Silence Strategy: Central Ideas and Details

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: 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**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.2: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

February 2016

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
23	1 & 2 A School of Mud and Leaves Generating Questions		3	4 & 5 Nurturing Nature Expository Writing – Compare and Contrast	
24	8 – 12 Bonus Lesson - The Feeling is Mutual State Claim with Text Evidence ½ Day				
25	Unit Seven (3) – Wonders of the World 15 Presidents' Day	16 & 17 Literature Suggestions (Hook for Wonders of the World Unit):		18 & 19 The New Wonders Summarizing	
26	22 & 23 Ancient Middle East: Who Built the Pyramids? Now We Know! Cite Evidence		24	25 & 26 Wonderful Enough? Generating Questions and Summarizing	
27	FSA Writing Begins (Feb. 29 – Mar. 11) 29 – March 4 Bonus Lesson (1) – Wonders Worth Visiting Compare and Contrast				

Notes: _____

FEBRUARY

Unit 6: Nature (continued)

Article 3: A School of Mud and Leaves **Strategy: Generating Questions**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 4: Nurturing Nature
Strategy: Expository Writing and Compare / Contrast

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.W.1: Text Types and Purposes

- o **LAFS.68.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
 - **LAFS.68.W.1.2.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.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
 - LAFS.68.W.1.2.b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
 - LAFS.68.W.1.2.c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
 - LAFS.68.W.1.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
 - LAFS.68.W.1.2.e: Establish and maintain a formal style.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning
 - LAFS.68.W.1.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning

Bonus Lesson: The Feeling is Mutual
Strategy: State Claim with Text Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

End of Unit Six

Unit 7: Wonders of the World

Literature Hook:

Day 1	Day 2	Day 3	Day 4	Day 5
No School			Unit Seven Article	Unit Seven Article

Article 1: The New Wonders Strategy: Summarizing

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in all articles except Article 3 and Bonus Lesson One. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: Determine two or more central ideas in a text; analyze the development of the central ideas over the course of the text and how they are conveyed through specific details; provide an objective summary of the text free of personal opinions or judgments**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 2: Ancient Middle East: Who Built the Pyramids? Now We Know! Strategy: Cite Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - **LAFS.68.SL.1.1.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**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o **LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 3: Wonderful Enough? Strategy: Generating Questions / Summarizing

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: Determine two or more central ideas in a text; analyze the development of the central ideas over the course of the text and how they are conveyed through specific details; provide an objective summary of the text free of personal opinions or judgments**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.W.2: Production and Distribution of Writing

- o LAFS.68.W.2.5: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.W.2.6: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Unit Bonus Lesson 1: Wonders Worth Visiting
Strategy: Compare and Contrast

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.3: Integration of Knowledge and Ideas

- o **LAFS.68.RI.3.7: 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).**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

March 2016

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
28	7 – 9 Literature Suggestions (Wonders of the World):			10 ½ Day End of the 3 rd Quarter	11 Teacher Work Day
29	14 & 15 When the Sky turned Red and Green Text Structure – Cause and Effect		16	17 & 18 Old City in Trouble Generating Questions	
30	21 Bonus Lesson (2) – Weighing in on Half Dome Claim with Text Evidence				
31	28 Spring Break				

Notes: _____

MARCH

Unit 7: Wonders of the World (continued)

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
			<i>End of Quarter – ½ Day</i>	No School

Article 4: When the Sky turned Red and Green **Strategy: Understanding Text Structure – Cause and Effect**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.2: Craft and Structure

- o **LAFS.68.RI.2.5: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 5: Old City in Trouble **Strategy: Generating Questions**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Unit Bonus Lesson 2: Weighing in on Half Dome
Strategy: Claim with Text Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

End of Unit Seven

April 2016

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
32	4 – 8 Reteach Critical Standards				
33 <i>FSA Reading Begins (Apr. 11 – May 6)</i> Unit Eight (4) – Careers	11 & 12 Good Ideas Problem and Solution		13	14 & 15 Caring for Dolphins and More Central Idea and Development	
34	18 & 19 Got Junk? Evidence from Text		20 - 22 Literature Suggestions (Careers): "My Personal Mentoring Story" (blog); <u>Mindset</u> (lesson); "The Little Entrepreneur Takes Flight" – Part I (literature); <i>The Puppeteer</i> (poem)		
35	25 – 30 Bonus Lesson – How Ideas Become Real Comprehend and Collaborate				

Notes: _____

APRIL

Unit 8: Careers

Article 1: Good Ideas **Strategy: Problem and Solution**

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article.
These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.RI.2: Craft and Structure

- o **RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 2: Caring for Dolphins and More

Strategy: Determine Central Idea and Analyze Development

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.2: 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.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 3: Got Junk?

Strategy: Evidence from Text

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.W.3: Text Types and Purposes

- o **LAFS.68.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research**
 - **LAFS.68.W.3.9.a: Apply grade 6 – 8 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”).**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - **LAFS.68.W.3.9.b: Apply grade 6 – 8 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”).**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
Unit Eight Article	Unit Eight Article	<i>My Personal Mentoring Story</i> , (blog, http://blogs.msdn.com/b/mvpmentor/)	“Mindset” Lesson	<i>The Little Entrepreneur Takes Flight – Part One</i> (will need to order book) and <i>The Puppeteer</i> (poem)

Bonus Lesson: How Ideas Become Real **Strategy: Comprehend and Collaborate**

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o LAFS.68.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.2: Craft and Structure

- o LAFS.68.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.RI.4: Range of Reading and Level of Text Complexity

- o LAFS.68.RI.4.10: 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.
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - LAFS.68.SL.1.1.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
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.1: Comprehension and Collaboration (continued)

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - LAFS.68.SL.1.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
 - LAFS.68.SL.1.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.68.SL.2: Presentation of Knowledge and Ideas

- o LAFS.68.SL.2.4: 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.
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
- o LAFS.68.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

End of Unit Eight

May 2016

Week / Notes	Monday	Tuesday	Wednesday	Thursday	Friday
36	2 – 6 Literature Suggestions (Food): <i>The Story of the Apple Star</i> (linked short story within a blog)				
37 Unit Nine (5) – Food	9 & 10 Would You Like Apples with That? Generating Questions	11		12 & 13 Meals on Mars Note-Taking	
38	16 & 17 A Kiwi a Day Persuasive Claim with Text Evidence	18 – 20 <div style="text-align: center;">Food Project</div>			
39	23 – 25 <div style="text-align: center;">Final Exams</div>			26 Teacher Work Day	27 School's Out for Summer!

Notes: _____

MAY

Unit 9: Food

Literature:

Day 1	Day 2	Day 3	Day 4	Day 5
<i>The Story of the Apple Star</i> (short story within a blog) http://www.cometogetherkids.com/2012/09/the-story-of-apple-star.html				

Article 1: Would You Like Apples with That? Strategy: Generating Questions

**LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 – 8 reading and content, choosing flexibly from a range of strategies.
 - LAFS.68.L.3.4.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
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
- o LAFS.68.L.3.6: 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.
 - Cognitive Complexity: Level 1: Recall

****PLEASE NOTE****

The three *Vocabulary Acquisition and Use Standards* itemized above are included in **every** article. These standards will only be itemized at the beginning of each unit unless they are part of an article's *focus strategy*.

LAFS.68.SL.1: Comprehension and Collaboration

- o **LAFS.68.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 – 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
 - Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Article 2: Meals on Mars

Strategy: Note-Taking Strategies

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RST.1: Key Ideas and Details

- o **LAFS.68.RST.1.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.W.3: Research to Build and Present Knowledge

- o **LAFS.68.W.3.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Article 3: A Kiwi a Day
Strategy: Persuasive Claim with Text Evidence

LAFS.68.L.3: Vocabulary Acquisition and Use

- o LAFS.68.L.3.4
 - LAFS.68.L.3.4.c
- o LAFS.68.L.3.6

LAFS.68.RI.1: Key Ideas and Details

- o **LAFS.68.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

LAFS.68.W.1: Text Types and Purposes

- o **LAFS.68.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
 - Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

End of Unit Nine