Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Who Am I? Unit #1
Course: 8th Grade
Suggested Texts: "Broken Chain" by Gary Soto; "in Trouble" from *Woodsong* by Gary Paulsen; "Mrs. Flowers" from *I Know Why the Caged Bird Sings* by Maya Angelou; "The Green Mamba" by Roald Dahl
Brief Summary of Unit: Written narrative, speaking and listening skills, reading exploration, and language development.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Develop a sense of self through personal experiences and interactions with others.

MEANING

Essential Questions	Understandings
Students will consider... • Who do I want to be? • What do I value? • What role do I play in healthy interactions? • How do I distinguish between healthy and unhealthy interactions? • What makes me unique? • How can the choices I make today impact my future? • How can I recover from and learn from mistakes I make? • What defines me?	*Students will understand that...* • They should develop their strengths and compensate for their weaknesses. • Knowing what I value personally helps me to understand my value system. • Healthy interactions allow me to maintain my values and my vision of who I want to be. • What makes us unique goes beyond physical appearance. • Mistakes do not define a person and they provide the opportunity for growth and change. • One's circumstances do not define a person.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to...
Reading Literature - techniques for analyzing text - explicit details and inferences are used to support a textual analysis - the strength of an analysis depends on relevant supporting evidence - techniques for analyzing text - explicit details and inferences are used to support a textual analysis - the strength of an analysis depends on relevant supporting evidence - authors use dialogue or events purposefully - techniques for analyzing elements of a story or drama - context to be considered when determining the meaning of a word or phrase - words and phrases can be used in multiple ways including figuratively and connotatively - readers are entitled to a point of view that is different from the narrator or characters - authors develop points of view to create specific effects - vocabulary: dramatic irony, suspense	**Reading Literature** - analyze the central idea(s) of a text - support analysis with explicit details and inferences from the text - prioritize quality of textual evidence to select strong supporting details - summarize a text objectively - analyze the development of a theme or central idea over the course of a text including its relationship between characters, setting, and plot - identify significant dialogue or events - analyze how dialogue or events move a story forward or develop character - indirect/direct characterization (9th has a prereq.) - 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 - analyze how differences in the points of view of characters and the audience/ reader creates specific effects such as suspense or humor
Reading Informational Text - techniques for analyzing the meaning of a text - explicit details and inferences are used to support a textual analysis - the strength of analysis depends on	**Reading Informational Text** - analyze the meaning of a text - support analysis with explicit ideas and inferences from a text - prioritize quality of textual evidence to select strong supporting examples

- relevant supporting evidence
- context must be considered when determining the meaning of a word or phrase
- words and phrases can be used in multiple ways including figuratively, connotatively, and technically
- author's use of words impacts the meaning and tone of a text
- techniques for identifying and understanding analogies and allusions
- vocabulary: tone, analogy, and allusion

Writing
- narrator
- plot elements
- point of view
- techniques such as sensory imagery, flashback, and characterization transition words
- phrases
- clauses sensory imagery
- descriptive details
- word choice
- qualities of clear and coherent writing
- purposes for a variety of types of writing
- potential audiences for writing techniques for developing ideas and organizing writing
- techniques for creating consistent, appropriate style
- Peer Editing
- technology can be used to produce and publish writing

- determine meaning of unfamiliar words and phrases based on how they are used in a text
- identify and explain figurative and connotative language with textual support
- analyze an author's use of word choice to create meaning and tone
- identify and analyze how an author uses analogies and allusions

Writing
- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. provide a conclusion that reveals something important about self or life
- provide a sense of closure
- produce clear and coherent writing

- technology can be used to present relationships between information and ideas
- techniques to use technology to interact and collaborate with peers

Speaking and Listening

- techniques to prepare for discussion (reading, researching, investigating, reflecting)
- strategies to incorporate evidence about the topic into the discussion
- rules for collegial discussions and decision-making
- techniques to pose questions that connect the ideas of several speakers
- strategies to respond to others' questions and comments with relevant evidence, observations, and ideas.
- strategies to acknowledge new information expressed by others
- new evidence expressed during the discussion may warrant justification or qualification of their own views

Language
- strategies for using standard grammar
- active verbs
- passive verbs
- verbs in active and passive voice
- conditional and subjunctive mood
- Context clues
- Greek and Latin roots
- definition of affixes, roots, suffix, prefix
- Reference materials
- Dictionary skills
- Word Choice

- adapt writing to fulfill a particular purpose and meet the needs of an audience
- organize thoughts and style to meet the needs of a particular purpose
- 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.
- 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.

Speaking and Listening

- prepare for discussion (reading, researching, investigating, reflecting)
- to incorporate evidence about the topic into the discussion
- listen attentively to discussions about 8th grade topics, texts, and issues
- Follow rules and contribute to collegial discussions and decision-making
- discuss topics texts, or issues one-on-one or in groups
- participate in teacher-led discussions
- Pose questions that connect the ideas of several speakers
- contribute relevant evidence, observations, and ideas
- Acknowledge new information

	expressed by others
	Language ● Utilize standard grammar ● Form and use verbs in active and passive voice. ● use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect (emphasizing the actor or the action; expressing uncertainty) ● use context clues to identify unknown words ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ● 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. ● 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) ● 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

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Writing Standards: 3, 4, 5, 6 **Reading Literature** Standards: 1, 2, 3, 4, 6 **Reading Informational Text** Standards: 1, 4 **Language** Standards: 1, 3, 4, 6 **Speaking and Listening** Standards: 1	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6

Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Unit 2 - Responding to Change Unit
Course: 8th Grade
Suggested Text:
Brief Summary of Unit: comparing/contrasting literature to other media, researching a single focus question, presenting claims and findings, using correct grammar and verb tense.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal
Students will be able to independently use their learning to... Prepare for and adapt to changes in their lives.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
• How does reading about changes in the lives of others help me? • How can I prepare for change? • Is there value in change? • How do I respond to an unwanted or unexpected change?	• Reading about changes in the lives of others helps me to adapt to changes in my life. • Setting goals and developing a plan helps us handle change successfully. • Change is constant. • Change can have both positive and negative outcomes.

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to:
Reading Informational Text	**Reading Informational Text**
• the qualities of an objective summary	• Summarize a text objectively
• central ideas are developed over the course of a text	• analyze the development of a central idea over the course of a text
• informational texts use particular details to convey a central idea	• explain the relationship between supporting ideas and central ideas
• techniques for tracing connections and distinctions between individuals, ideas, and events	• analyze how an author makes connections and distinctions among individuals, ideas, and events
• an author deliberately selects and organizes information	• support thinking with specific information from the text through comparisons, analogies, or categories
• common qualities of paragraphs	
• sentences within a paragraph work together to develop or refine a concept	• analyze the structure of a paragraph
• techniques an author uses to develop point of view or purpose	• analyze the role of particular sentences within a paragraph to develop or refine a key concept
• techniques an author uses to distinguish his or her point of view from that of others	• determine an author's point of view or purpose
• techniques an author uses to respond to conflicting viewpoints or evidence	• analyze how an author acknowledges and responds to conflicting evidence
• different mediums that can be used to present a topic or idea (including print text, digital text, video, and multimedia)	• evaluate the advantages and disadvantages of using a specific medium to present a specific topic or idea
• advantages and disadvantages of using different mediums to present a topic or idea	• trace an argument and claims through a text including specific details
• techniques for delineating and evaluating the argument and claims in a text	• evaluate an argument and claims
	• assess whether reasoning is sound
	• assess whether evidence is relevant and sufficient
• techniques for recognizing irrelevant evidence	• recognize when irrelevant is introduced
	• analyze conflicting information provided by two or more texts about

- texts disagree
- techniques for identifying where texts disagree
- difference between fact and interpretation

Writing
- claims
- opposing claims
- strategies for organizing reasons and evidence

  strategies to support claims
- what logical reasoning and relevant evidence look like
- strategies for finding accurate and credible sources
- techniques for creating cohesion and clarifying relationships among claims, reasons, counterclaims, and evidence (words, phrases, and clauses)

  writing style is adjusted based on audience and purpose
- the difference between formal and informal style
- arguments follow a predictable structure (introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and organized concluding statement
- strategies to identify relevant, well chosen facts, definitions, concrete details, quotations
- appropriate transitions
- relationships of ideas in a piece of writing
- word choice and audience
- when it's appropriate to use specific

the same topic
Writing
- Introduce claim(s)

  distinguish the claim(s) from alternate or opposing claims
- organize the reasons and evidence logically
- support claim(s) with logical reasoning and relevant evidence
- use accurate and credible sources
- demonstrate an understanding of the topic or text
- use words, phrases, and clauses to clarify relationships and create cohesion
- write with a formal style
- write with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion that supports argument)
- 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.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- select a topic for short research
- develop a single research question based on individual interest

vocabulary
- research answers a self-generated question
- steps in the research process (develop multi-faceted questions, locate sources, evaluate sources, organize findings)
- thorough research uses several sources
- thorough research investigates multiple facets of a topic
- difference between print and digital sources
- techniques for assessing accuracy and credibility of sources
- techniques for avoiding plagiarism
- process for note taking during and after reading
- information to include in a standard format for citation
- vocabulary: plagiarism
- elements of analytical, reflective, and research-based writing
- techniques for note-taking during and after reading
- techniques for composing academic writing including descriptions, explanations, and comparison/contrast
- arguments and claims should be sound, relevant, and supported by reasons and evidence

techniques for critical reading of literature and literary nonfiction
modern works of fiction draw on themes,

- locate several varied sources to answer research question
- generate additional research questions based on findings
- use a graphic organizer to record thoughts
- answer questions through research
- 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.
- compose an analytical, reflective, or research-based piece in response to literature and literary nonfiction
- analyze a teacher-provided prompt or question about a text to determine what is being asked
- form ideas in response to a teacher-provided prompt or question about a text and support ideas with evidence from a text
- delineate and evaluate an argument, specific claims, sound reasoning, and evidence

- explain how a modern work of fiction draws on themes, events, or character types from myths, traditional stories, or religious works

Speaking and Listening
- Analyze information seen or heard in

events, or character types from myths, traditional stories, or religious works

Speaking and Listening
- techniques to analyze information seen or heard in diverse media and formats
- strategies to evaluate the motives (social, commercial, political) behind the presentation
- vocabulary: analyze, purpose, motives
- techniques for active listening
- relationship between argument and specific claims
- techniques for recording a speakers arguments, specific claims, supporting reasons, and evidence
- signal words included in speeches to indicate transitions or relationships between ideas
- techniques for evaluating the soundness of reasoning
- strategies for identifying when irrelevant evidence is introduced
- techniques for presenting claims and findings
- common words and gestures used by speakers to emphasize main points
- techniques for organizing and clarifying the relationship between main points and details
- techniques for conveying evidence that supports reasoning
- importance of appropriate eye contact, adequate volume, and clear

diverse formats
- evaluate the motives (social, political, commercial) behind the presentation
- Students are able to listen attentively to a speaker to delineate and evaluate:
- main arguments
- specific claims
- claims supported by evidence
- claims not supported by evidence
- reasoning and use of supporting evidence
- irrelevant evidence.
- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood
- use commas, ellipses, and dashes correctly to indicate pauses and omissions in standard English
- Demonstrate understanding of figurative language, word relationships,

pronunciation
- what types of contexts call for formal English
- techniques for evaluating whether formal English is appropriate to a task and situation
- vocabulary: formal English

Language
- verb moods of:
  - imperative
  - interrogative
  - conditional
  - subjunctive
- Verb voice
- Verb mood
- punctuation: comma, ellipsis, dash
- Figurative Language
- Connotation
- Denotation

and nuances in word meanings.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g. verbal irony, puns) in context
- Use the relationship between particular words to better understand each of the words.

STANDARDS ALIGNMENT

CCSS	Show-Me Standards

Writing Standards: 1, 2, 7, 8, 9	Knowledge Standards CA 1, 2, 3, 4, 5, 6, 7
Reading Literature Standards: 9	**Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6
Reading Informational Text Standards: 2, 3, 5, 6, 7, 8, 9, 10	
Language Standards: 1, 2, 5	
Speaking and Listening Standards: 2, 3, 4, 6	

Curriculum Development Template
Wentzville School District
Stage 1 – Desired Results

Unit
Unit Title: Unit 3 - Genre Study Unit **Course**: 8th Grade Study **Brief Summary of Unit:** writing informative and explanatory text, analyze the central idea of a text, figurative and connotative language, compare/contrast historical text to modern text, advantages/disadvantages of different media for different topics, integrate multimedia and visual displays in presentations.

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
Students will consider... 1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	*Students will understand that...* 1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

appreciate various genres in order to better understand themselves as readers.

MEANING

Essential Questions	Understandings
Students will consider... • What are the various genres of text? • How do I know the genre of a text? • How do I figure out what genres I like to read? • How does knowing the genres I like to read help me as a reader? • Why is it necessary or appropriate to read a variety of genres?	*Students will understand that...* • Multiple genres exist in fiction and nonfiction. • Knowing about different genres of fiction and nonfiction help me figure out what I like and want to read. • Knowing what I like to read helps me develop my passion for reading. • The purpose for reading drives my choice of text (including genre).

ACQUISITION

Key Knowledge	Key Skills

Students will know...	Students will be able to...
Reading Literature • techniques for analyzing text • explicit details and inferences are used to support a textual analysis • the strength of an analysis depends on relevant supporting evidence • qualities of an objective summary • themes or central ideas are developed over the course of the text • the relationship between characters, setting, and plot convey a theme or central idea • form or structure of a variety of types of literature (novels, short stories, poems, drama) • techniques for comparing and contrasting text • form and structure contribute to meaning and style • filmed or live production of a story or drama is not always the same as the text or script version • techniques for documenting differences between filmed or live production or a story or drama and its written version • techniques for evaluating the choices of the director or actors • tone of two different mediums - 9th prereq. **Reading Informational Text** • techniques for analyzing the meaning of a text • explicit details and inferences are used to support a textual analysis • the strength of analysis depends on relevant supporting evidence **Writing**	**Reading Literature** • analyze the central idea(s) of a text • support analysis with explicit details and inferences from the text • prioritize quality of textual evidence to select strong supporting details • summarize a text objectively • analyze the development of a theme or central idea over the course of a text including its relationship between characters, setting, and plot • analyze the form or structure of literature • compare/contrast the form or structure of two or more texts • analyze how difference in structure impact meaning and style (plot, flashback and foreshadowing - 9th prereq.) • support thinking with textual evidence • analyze the extent to which the film or live production of a story or drama stays faithful to or departs from the text or script • evaluate choices made by directors or actors • support thinking with examples from the text **Reading Informational Text** • analyze the meaning of a text • support analysis with explicit ideas and inferences from a text • prioritize quality of textual evidence to select strong supporting examples **Writing** • produce clear and coherent writing • adapt writing to fulfill a particular purpose and meet the needs of an

- variety of types of a qualities of clear and coherent writing
- purposes for a variety of types of writing
- potential audiences for writing
- techniques for developing ideas and organizing writing
- techniques for creating consistent, appropriate style

Speaking and Listening
- varied multimedia components
- techniques to integrate multimedia and visual displays into presentations
- appropriate times and techniques for creating multimedia components for visual displays for clarification, interest, and emphasis.

audience
- organize thoughts and style to meet the needs of a particular purpose

Speaking and Listening
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

STANDARDS ALIGNMENT

CCSS	Show-Me Standards

Writing	Knowledge Standards
Standards: 4, 10	CA 1, 2, 3, 4, 5, 6, 7
Reading Literature	**Performance Standards**
Standards: 1, 2, 5, 7	1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10
	2.1, 2.2, 2.3, 2.7
Reading Informational Text	3.5, 3.6
Standards: 1	4.1, 4.4, 4.5, 4.6
Speaking and Listening	
Standards: 5	

Unit
Unit Title: Reading to Connect Unit #4
Course: 8th Grade
Suggested Text:
Brief Summary of Unit: summarizing text, composing a research piece ,evaluate motives (social, political, commercial) in different media formats, understanding gerunds, participles, and infinitives

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings

Students will consider...	Students will understand that...
1. Why should I collaborate? 2. Why is it important to choose and use appropriate resources? 3. Why is it important to learn to communicate effectively? 4. How does literacy impact my life? 5. When and why should I consider the thoughts and ideas of others? 6. Why it is important for me to have perseverance and personal integrity? 7. How can I be a good digital citizen?	1. The integration of independent knowledge and collaboration help us solve problems. 2. Intentionally choosing and utilizing appropriate resources is essential to personal and professional growth. 3. Effective communication is necessary for life. 4. Literacy (reading, writing, speaking and listening) enhances our quality of life, expands our understanding of our global society, and makes us life-long learners. 5. Supporting ideas with evidence and considering the evidence of others helps to build understanding. 6. Perseverance and personal integrity are essential to success. 7. Good digital citizens use technology effectively and ethically.

TRANSFER

Transfer Goal

Students will be able to independently use their learning to...

Value reading in all forms as a way to better understand the human experience.

MEANING

Essential Questions	Understandings

Students will consider...	*Students will understand that...*
- What is the value in reading? - What is the value in reading a text more than one time? - How can taking time to immerse myself in reading benefit me? - Who am I as a reader? - What other forms of text exist? - Why should I engage with alternate versions of texts?	- Reading provides opportunities for self-discovery. - There is value in both reading for information and for pleasure. - Books (or text) can become part of you. - Reading provides opportunities for shared experiences. - Our experiences shape the meaning we gain from our reading. - Engaging with alternate versions of a text enhance my understanding and appreciation of the text.

ACQUISITION

Key Knowledge	Key Skills

Reading Literature
- techniques for analysis between and amongst texts
- modern texts may reference traditional texts
- vocabulary: theme, pattern of events, characters

Reading Informational Text
- the qualities of an objective summary
- central ideas are developed over the course of a text
- informational texts use particular details to convey a central idea

Writing
- elements of analytical, reflective, and research-based writing
- techniques for note-taking during and after reading
- techniques for composing academic writing including descriptions, explanations, and comparison/contrast
- arguments and claims should be sound, relevant, and supported by reasons and evidence
- techniques for critical reading of literature and literary nonfiction
- modern works of fiction draw on themes, events, or character types from myths, traditional stories, or religious works

Speaking and Listening
- techniques to analyze information seen or heard in diverse media and formats
- strategies to evaluate the motives

Reading Literature
- analyze the connection between a modern work of fiction and a traditional text by commenting on:
- theme
- pattern of events
- character types
- how traditional material is rendered new

Reading Informational Text
- summarize a text objectively
- analyze the development of a central idea over the course of a text
- explain the relationship between supporting ideas and central ideas

Writing
- compose an analytical, reflective, or research-based piece in response to literature and literary nonfiction
- analyze a teacher-provided prompt or question about a text to determine what is being asked
- form ideas in response to a teacher-provided prompt or question about a text and support ideas with evidence from a text
- delineate and evaluate an argument, specific claims, sound reasoning, and evidence
- explain how a modern work of fiction draws on themes, events, or character types from myths, traditional stories, or religious works

Speaking and Listening
- Analyze information seen or heard in

| (social, commercial, political) behind the presentation
 • vocabulary: analyze, purpose, motives
 Language
 • gerunds
 • participles
 • infinitives | diverse formats
 • evaluate the motives (social, political, commercial) behind the presentation
 Language
 • use gerunds, participles, and infinitives in Standard English |

STANDARDS ALIGNMENT

CCSS	Show-Me Standards
Writing Standards: 9 **Reading Literature** Standards: 9, 10 **Reading Informational Text** Standards: 2 **Language** Standards: 1 **Speaking and Listening** Standards: 2	**Knowledge Standards** CA 1, 2, 3, 4, 5, 6, 7 **Performance Standards** 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10 2.1, 2.2, 2.3, 2.7 3.5, 3.6 4.1, 4.4, 4.5, 4.6