

Kindergarten Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Alphabetics/phonics and phonemic awareness				
		Students will recognize letters and associated sounds.	A 1. a-e		Lively Letters
		Students look at letters to see how they are alike and different.			
		Students will recognize letters that work together to make sounds (ch, sh, th,).			
		Students listen for like sounds in words: sort words, brainstorm words that begin and end the same.			
		Students recognize words that rhyme and create rhyming pairs.			
		Students will know the difference between a sound, letter and word.			
		Students will isolate beginning, middle and end sounds in words.			
		Students will blend sounds to make words.			
		Students will be able to see little words inside larger words.			
		Students will be able to do phoneme deletions and substitutions.			
	Vocabulary work				
		Students learn to read high frequency words, color words, number words, and days of the week.			
		Students will learn words can sound the same and look different (no, know)			

Kindergarten Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Fluency				
		Students will read an appropriate leveled book fluently and accurately with appropriate pacing and expression.			
		Students will be able to chose a "just right book."			
	Comprehension				
		Students will identify the parts of a book.			
		Students will understand that print contains a message.			
		Students will understand the direction of print.			
		Students will understand that pictures match print.			
		Students will understand that the text s/he is reading needs to make sense.			
		Students will listen to a story, respond to a story and ask questions about a story.			
		Students will predict what could happen in a story.			
		Students will enjoy looking at books independently. (for up to 10 minutes)			
		Students will share and discuss books with others.			One to One (buddy reading)
		Students will create mental images during read aloud and independent reading.			
		Students will use prior knowledge before, during, and after reading to enhance their understanding of what they're reading.			

Kindergarten Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Literary Text				
	(fiction, nonfiction, drama, poetry)	Students will identify and describe setting and characters.	A2 a,b,c,e		
		Students will retell the sequence of events and include essential details.			
		Students will answer questions about information found directly in the text.			
		Students will read a variety of poems with support (charts)			
	Informational text				
		Students will read informational texts, within a grade appropriate span of text complexity, for different purposes.	A3 a,b,c		
		Students ask and answer relevant questions orally.			
		Students will restate facts for the text.			
		Students will follow one-step and two step written instructions with pre-teaching. (i.e. " Take it to the computer")			

Grade 1 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Alphabetics/phonics and phonemic awareness				
		Students will recognize letters and associated sounds. (Including long and short vowels)	A1 a-e		
		Students will recognize letters that work together to make sounds. (Digraphs and blends)			
		Students recognize words that rhyme and create rhyming pairs.			
		Students will isolate beginning, middle and end sounds in words.			
		Students will blend sounds to make words.			
		Students will be able to see little words inside larger words.			
		Students will be able to identify base words and suffixes.			
		Students will be able to do phoneme deletions and substitutions.			
		Students will be able to read compound words and other words with two syllables.			
	Vocabulary work				
		Students will learn high frequency words.		report card assessment packet	
		Students will learn words can sound the same and look different. (Homophones)			
		Students will be introduced to contractions.			
		Students will learn vocabulary through picture walks, discussions, read alouds, shared reading and print rich environment.			

Grade 1 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Fluency				
		Students will read an appropriate leveled book fluently and accurately with appropriate pacing and expression.			
		Students will be able to chose a "just right book."			
		Students will pay attention to punctuation marks while reading. (intonation and expression)			
	Comprehension				
		Students will understand that print contains a message.			
		Students will understand that pictures match print.			
		Students will understand that the text s/he is reading needs to make sense.			
		Students will listen to a story, respond to a story and ask questions about a story.			
		Students will predict what could happen in a story.			
		Students will enjoy looking at books independently. (from 10 minutes to 20 minutes)			
		Students will create mental images during read aloud and independent reading.			
		Students will use prior knowledge before, during, and after reading to enhance their understanding of what they're reading.			
		Students will infer while reading.			

Grade 1 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Literary Text				
	(fiction, nonfiction, drama, poetry)	Students will identify and describe setting and characters. (Main idea is introduced)	A2 a-e		
		Students will retell the sequence of events and include essential details.			
		Students will answer questions about information found directly in the text.			
		Students will compare texts.			
		Students will read a variety of poems.			
		Students will read dramatic scripts with support.			
	Informational text				
		Students will read informational texts, within a grade appropriate span of text complexity, for different purposes.	A3 a,b,c,		
		Students ask and answer relevant questions orally.			
		Students will restate facts for the text.			
		Students will follow one-step and two step written instructions with pre-teaching. (i.e." Take it to the computer")			
		Students will identify the parts of a informational text. (captions, index, table of contents, glossary, labels and maps.)			

Grade 2 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Alphabetics/phonics and phonemic awareness				
		Students will recognize letters that work together to make sounds. (Digraphs, blends and digraph blends)	A1 a-e		
		Students will be able to read words with short vowels, long vowels, r-controlled vowels, and vowel teams i.e. oy, oi, oo			
		Students will read words with unexpected vowel sounds. (ive, ild, ind, old, ost, olt)			
		Students will be able to identify base words and suffixes.			
	Vocabulary work				
		Students will learn high frequency words.		report card assessment packet	
		Students will identify synonyms or antonyms. They categorize words.			
		Students will learn words can sound the same and look different. (Homophones)			
		Students will learn that words can have multiple meanings and will learn the meanings of some words.			
		Students will learn and use contractions.			
		Students will learn vocabulary through discussions, read alouds, shared reading and print rich environment.			
		Students will select appropriate words to use in context, including words specific to the content of the text. (i.e. meaning of longhouse vs. igloo)			

Grade 2 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Fluency				
		Students will read an appropriate leveled book fluently and accurately with appropriate pacing, phrasing and expression.		DRA	
		Students will be able to chose a "just right book."			
		Students will pay attention to punctuation marks while reading. (intonation and expression)			
	Comprehension				
		Students will understand that the author has a message.			
		Students will listen to a story, respond to a story and ask questions about a story.			
		Students will predict what could happen in a story.			
		Students will enjoy looking at books independently. (from 20 minutes to 45 minutes)			
		Students will create mental images during read aloud and independent reading.			
		Students will use prior knowledge before, during, and after reading to enhance their understanding of what they're reading.			
		Students will infer and make connections while reading to deepen their understanding.			
		Students will determine the meaning of unknown words through the context of the text, word connections, and dictionary.			

Grade 2 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Literary Text				
	(fiction, nonfiction, drama, poetry)	Students will identify and describe setting, characters, major events, main idea, problem and solution.	A2 a-e		
		Students will retell the sequence of events, include essential details and vocabulary from the story.			
		Students will answer questions about information found directly in the text.			
		Students will compare texts.			
		Students will read a variety of poems.			
		Students will read dramatic scripts.			
		Students will identify the speaker in a selection to aid comprehension.			
	Informational text				
		Students will read informational texts, within a grade appropriate span of text complexity, for different purposes.	A3 a,b,c,		
		Students ask and answer relevant questions orally and in written form.			
		Students will restate facts for the text.			
		Students will follow simple written instructions.			
		Students will identify the parts of a informational text. (captions, index, table of contents, glossary, labels. graphs and maps.)			
		Students will connect information within the text. (i.e. what food is eaten by both kinds of fish?)			
		Students will make basic inferences or draw basic conclusions.			
		Students will make inferences about causes or effects, when signal words are present. (i.e. "The sun came out. Then the puddle dried up." What made the puddle dry up?)			

Grade Three Reading

Time Frame	Content	Skills	GLE	Assessment	Resource
	Interconnected Elements-Comprehension				
		Use a range of strategies as they read including *constant self-monitoring and ask questions when meaning is lost.			
		*create mental images -Highlight a wide range of visual and auditory and other sensory images.			
		*connecting/background knowledge-Using prior knowledge to help understand the text.			
		*inferring -Make predictions, seek answers to questions, draw conclusions, pull information out, create interpretations to deepen understanding of text.			
		*synthesize information: track thinking as it evolves during the text. Being a mindful reader, and reassess assumptions as needed.			
		*ask questions: generate questions before, during, after reading to clarify meaning, make continual predictions, and focus attention on what is important.			
	Interconnected Elements Vocabulary				
		*Determine the meaning if unknown words by using a variety of strategies: for example context of the text, word connections, and a dictionary.			
		Show understanding of a word by using a word in different contexts and for different purposes.			

Grade Three Reading

Time Frame	Content	Skills	GLE	Assessment	Resource
	Alphabetics				
		Use phonics, word parts, word families, common prefixes and suffixes, synonyms, antonyms, homonyms, to read fluently and build meaning as they read.			
		*Letter/sound relationship			
		*recognize and use letters that have no sounds in words (lamb); understand that some consonant letters represent by several different letters; spelling patterns; High Frequency words;			
	Fluency				
		*appropriate pacing			
		*phrasing			
		*intonation			
		*expression; reflect meaning with the voice through pause, stress, phrasing.			
		*automatically recognize and use full range of punctuation.			
	Literary Texts				
		Students will read different genres: fiction (realistic, historical, classic fairy tales, legends,) non fiction, drama, poetry.			
		*readers will identify and describe main characters, physical characteristics, and personality traits.			
		*readers will explain plot, identify problem and solution, conflict/resolution, and major themes			
		*readers will identify and explain literary devices including similes and exaggeration; also			
		*readers will identify who is doing the speaking in the text (the narrator) and identify the author's basic message			
		*readers will be able to tell the poem's topic, and understand that it is a special genre that communicates meaning, describes feeling and sensory images.			

Grade Three Reading

Time Frame	Content	Skills	GLE	Assessment	Resource
	Informational Text				
		Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.			
		*readers will generate questions, with support that can be answered using text features and information found within the text.			
		*readers will use organizational text features including titles, tables of contents, chapter headings, a glossaries, an index, illustrations, and maps to locate information or to aid comprehension.			
		*readers will identify answers in the text or important ideas to demonstrate understanding.			
		*readers will make reasonable statements about text.			
		*follow written instructions/steps/ procedures			
		*identify the main reason/purpose for a text to aid comprehension.			
	Persuasive Text				
		readers will make basic inferences, drawing basic conclusions, or forming judgments/opinion about central ideas that are relevant.			
		*distinguish facts from opinions			

Grade 4 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Comprehension				
		Make connections by using background knowledge and past experiences	8.1		
		Make inferences about problem, conflict, and solution that deepen understanding of the text	8.3		
		Ask questions to clarify meaning, make predictions, and focus on what's important.	5.1		
		Draw Conclusions, paraphrase, and summarize key ideas.	4.2		
	Vocabulary				
		Identify the meaning of unfamiliar words.			
		Use strategies to unlock meaning; prefixes and suffixes, base words, context clues, resources (dictionaries, glossaries, prior knowledge).	2.1		
		Use appropriate words and context for specific purposes.			
		Use and understand words with multiple meanings, including content specific vocabulary, and precise vocabulary (In this passage the bear could best be described as acting (a) excited, (b) playful, (c) harmful (d) curious).	3.2		
		Understand word meanings or relationships by identifying; synonyms, antonyms, homonyms, homophones, and shades of meaning (cold, freezing)	3.1		

Grade 4 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Alphabetic				
		Use Phonics including word parts, common root words, syllable types, word families, and prefixes and suffixes.			
	Fluency				
		Reading text with grade appropriate span of complexity.			
		Use appropriate pacing, phrasing, intonation and expression.			
	Literary Texts				
		Identify or describe characters, setting, problem/solution, major events, or plot.	4.1		
		Identify significant changes in characters over time.	4.1		
		Paraphrase and summarize key ideas/plot with major events sequenced.	4.2		
		Make logical predictions.	5.1		
		Making inferences about problem, conflict, and solution.	5.3		
		Describe main characters' physical characteristics or personality traits.	5.2		
		Identify who is telling the story.	5.4		
		Identify author's message or theme.	5.5		
		Read the following types literary texts; Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction.			American Tall Tales, War With Grandpa, Stone Fox, Lost on a Mountain in Maine, The Green Book, Penny for a Hundred, On My Honor, Emma's Journal, Tornado, Night of the Twister, Sarah Plain and Tall, Phoebe the Spy

Grade 4 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Informational Texts				
		Obtain information from texts; index, transition words/phrases, subheadings	7.1		
		Use information to answer questions related to main ideas or key details .	7.2		
		Organize information to show understanding; paraphrasing or summarizing .	7.3		
		Connect and synthesize information within a text or across texts .	8.1, 8.2		
		Draw inferences about texts and about cause and effect.	8.3, 8.5		
		Follow written instructions with 4 or more steps.			
		Distinguish fact from opinion.	8.4		
		Read the following types of informational texts; dictionaries, glossaries, encyclopedias, children's magazine, content trade books, student newspaper, textbooks.			
	Persuasive Texts				

Grade 5 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Interconnected Elements				
	Comprehension				
		Uses a range of strategies as students read, including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s)	A1.a MLR		
		Strategies used to unlock meaning include:			
		Making inferences using prior knowledge, information from what was read to make predictions, seek answers to questions, draw conclusions, and create interpretations.	A1.f MLR		
		Determining what's important in text, identifying key ideas or themes and distinguishing between important and unimportant information.			
		Synthesizing information, thinking as it evolves during reading to get the overall meaning.			
		Access information and develop new concepts and ideas from reading.			
		Using "fix-up" strategies, understanding and asking questions when meaning is lost: such as: skipping ahead, rereading, asking questions, summarizing, visualizing, predicting, building background knowledge, and using a dictionary.			
		Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships.			

Grade 5 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Vocabulary				
		Demonstrates ownership of appropriate vocabulary by using a word in different contexts and for different purposes.	A1.b MLR		
		i.e. recognizing and actively working to learn and explain the use of words, including distinguishing and interpreting words with multiple meanings, as well as, precise and content specific vocabulary.	GLE R-5-3.2		
		Using strategies to unlock meaning, such as : word structure, prefixes/suffixes, and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge.	GLE R-5-2.1		
	Alphabetics				
		Using phonics including word parts and less common root words to read fluently and build meaning as they read.	A1.d MLR		

Grade 5 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Fluency				
		Fluently and accurately read text within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	A1.e MLR	Recommended Fluency Rate Oral: 125-150; Silent: 160-200	
		Adjust rate according to text and purpose for reading.			
	Literacy Texts				
		Making inferences about characters' actions and explain how their behaviors affect the plot and/or theme.	A2a MLR/GLE R-5.2		
		Identify main purpose of text.	A		
		Summarizing texts and select passages to identify main problem or conflict and resolution including mysteries.	A2bMLR/GLE R-5.4		
		Identifying narrator	A2g MLR		
		Identifying and defining figurative language and literary devices, including symbolism, imagery, and exaggeration.	A2d MLR/GLE R-5-5-6		
		Identifying theme, implied or stated.	A2eMLR/GLE 5-5.5		
		Identifying and describing literary devices in poetry including: alliteration, idioms, simple metaphors, and imagery.	A2f MLR		

Grade 5 Reading/ELA

Time Frame	Content	Skills	GLE	Assessment	Resource
	Informational Texts				
		Creating and revising questions to be answered using informational texts.	A3a MLR/GLE R5-7.2		
		Obtaining information from text features including table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, illustrations, or maps to aid comprehension.	A3b MLR/GLE 5-7.1		
		Identifying and summarizing main ideas and details in texts including comparing/contrasting .	A3cMLR/GLE R5 7.3		
		Distinguishing between fact and opinion in texts.	A3d MLR/GLE R5 8.4		
		Following multiple step instructions in texts including recipes and menus .	A3e MLR		
		Identifying the main purpose of a text to aid comprehension.	A3f MLR		
		Connecting information within a text or across texts.	GLE R5-8.1		
	Persuasive Texts				
		Drawing inferences about text, including author's purpose such as in persuasive texts , as well as, forming and supporting opinions/judgments and assertions about central ideas that are relevant .	GLE R-5-8.3		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
A1: Comprehension			
	Students will develop Metacognition skills through		6th Grade:
	1. Summarizing/Paraphrasing		Text Coding, Know/Want to Know/Learned, Think Aloud, Graphic Organizers
	2. Predicting		7th Grade:
	3. Making connections (text: to self, to text, to world)		Same as 6th plus: Question/Answer/Respond, Roll/Audience/Format/Topic
	4. Identifying purpose for reading		8th Grade:
	5. Identifying purpose of author		Same as 7th plus:
	6. Inferencing		
A1: Vocabulary			
	1. Knowledge of word structure - Word Parts: Suffix/Prefix/Root		
	2. Context Clues:		
	3. Meanings and relationships		
	6th Grade:		
	1. Prefixes = in, im, il, ir, un, mono, uni, tri, bi, post, pre, dis, mis. Suffixes = able, ible, fy, ful, fic, ity, ty, ly, ment, nes, ous, ure, ward, cian	thesaurus, dictionary, glossaries, (list) - http://tinyurl.com/mqursk , prior knowledge, Write Source 2000	
	2. Context Clues: Synonyms, comparisons and contrasts, definition of description, series		1. Think/Pair/Share - definition, indiv, partners, group, w/resources
	3. Meanings and relationships: synonyms, antonyms, homonyms/homophones, or shades of meaning <i>a/an/the, ant/aunt, accept/except, blue/blew, by/bye/buy, can/may, capital/capitol, hole/whole, it's/its, know/no, lead/led, peace/piece, principal/principle, scene/seen, there/their, then/than, stationary/stationery, for/fore/four, brake/break, cent/sent/scent</i>		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
	<p>7th Grade: (Review 6th grade)</p> <p>1. Prefix = re, non, trans, en, em, inter, intra, con, com, sub, super, mal, ex, per, circum, ad, ob, dec, multi, pent, poly, qud, semi Suffixes = ance, ancy, cy, dom, ee, ese, er, or, ess, less, hood, ion, sion, tion, ish, ology, ship, some, tude Roots = anni, bibl, bio, cycl, dem, form, ped/pod, phil, tele,path</p> <p>2. Context Clues: Synonyms, comparisons and contrasts, definition of description, series, tone and setting, cause and effect.</p> <p>3.. Meanings and relationships: synonyms, antonyms, homonyms/homophones, or shades of meaning <i>deer/der, desert/dessert, good/well, hear/here, knew/new, loose/lose/loss, past/passed, quiet/quit/quite, right/write/wright/rite, sight/site/site, threw/through, to/too/two, who/which/that, your/you're, our/are/hour, allowed/aloud</i></p>		
	<p>8th Grade: (Review 7th grade)</p> <p>1. Prefix = anti, ante, homo, hetero, pseudo, intro, infra, miso, dys, hemi, demi, semi, syn, sym, sys, syl, pro, con, epi, hyper, hypo Suffixes = ade, al, ary, ery, ory, ate, enc, ency, esis, asis, ic, ile, ism, ist, ite, ive, ize, y, esecnt Roots = aud, corp, capit, fort, grat, medi, mem, mort, phobia, photo, pop, proto, ri/ridi/risi, vac, ver/veri</p> <p>2. Context Clues: Synonyms, comparisons and contrasts, definition of description, series, tone and setting, cause and effect.</p> <p>3. Meanings and relationships: synonyms, antonyms, homonyms/homophones, and connotation/ denotation; word origins - vocab adapted from other languages. <i>affect/effect, allusion/illusion, already/all ready, bored/board, course/coarse, farther/further, immigrate/emigrate, waist/waste, where/wear/ware, weather/whether, who/whom, who's/whose, wood/would</i></p>		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
Fluency			
	Grades 6-8: Reading with pacing, phrasing, intonation, and expression		
A2: Literary Texts			
	6th Grade:		
	1. Students will be able to: paraphrase/summarize; identify: character, setting, cause and effect, conflict (man vs: man/nature/self/society/fate), plot, and changes over time in characters/setting.	The Cay, Midwives Apprentice, The Cat Who Went to Heaven, True Confessions of Charlotte Doyle, The Young Man and the Sea	
	2. Students will read a variety of genres at appropriate grade level: Poetry, plays, fairytales, fables, historical fiction (see resource list for specifics)		Tableau: slide show, dorrian grey, Still Life, Hot Tap,
	3. Students will identify characterization through thoughts, words, speech patterns, and deeds.		
	4. POV - introduce 1st/3rd		
	5. Author's message: identify theme		
	6. Literary and Poetic Devices: Imagery, exaggeration, simile, metaphor, foreshadowing, building suspense, alliteration, rhythm, rhyme		
	7th Grade:		
	1. Students will be able to: Same as 6 plus: rising action, climax, falling action.	Outsiders, Brian's Song, Freak the Mighty, And then there were none, Nothing but the Truth, 12 Angry Men, Lupita Manana, America Street (multi-cultural short story collection)	
	2. Students will read a variety of genres at appropriate grade level: Realistic Fiction, Short Stories, Mysteries, Sci Fi, Fantasy, Poetry		
	3. Students will identify characterization through thoughts, words, speech patterns, and deeds, of characters (in relation to each other) and from the narrator.		
	4. POV - contrast 1st, 3rd, limited, and omniscient		
	5. Author's message: identify theme and support identification with textual evidence		
	6. Literary and Poetic Devices: 6th grade plus - repetition, flashback, personification.		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
	8th Grade:		
	1. Students will be able to: Same as 7 plus: sub-plot.	Of Mice and Men, Lord of the Flies, A Burial at Thebes, Fire Pony, Short Stories, Lyddie	
	2. Students will read a variety of genres at appropriate grade level: Poetry, Realistic Fiction, Historical Fiction, Short Stories, Plays, Epic		
	3. Students will identify characterization through thoughts, words, speech patterns, and deeds, of characters (protagonist/antagonist/stereotypes) and from the narrator.		
	4. POV - How POV influences theme of work.		
	5. Author's purpose: identify theme (universal themes) and support identification with textual evidence		
	6. Literary and Poetic Devices: 7th grade plus - hyperbole, symbolism, use of punctuation, diction, rhyme, tone.		
A3: Informational Texts			
	6th Grade:		
	1. Students will be able to identify various text structures (newspapers, magazines, online sources) and features to find information. Table of contents, glossary, index, transition words/phrases, bold, italicized, headings, sub-headings, graphic organizers, charts, graphs, illustrations.		
	2. Use the information to state the main ideas and key details		
	3. Organizing information to show understanding: chart/map/paraphrase/ summarize/compare-contrast/dramatize main ideas		
	4. Analyze/Interpret:		
	a. Connect text within text or across texts.		
	b. Synthesize information within or across text(s) [constructing appropriate titles; or formulating assertions or controlling ideas		
	c. Infer author's and/or text's purpose and about cause or effects		
	d. Distinguish fact from opinion, bias/propaganda		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
	7th Grade:		
	1. Same as 6, plus transitional devices		
	2. Same as 6, plus provide supporting details		
	3. Same as 6		
	4. Analyze/ Interpret:		
	a. Explain connections (described in grade 6) or to related ideas.		
	b. Same as grade 6 plus evaluate information.		
	c. Same as grade 6 plus support with evidence from text		
	d. Same as grade 6 plus identify conflicting information within or across texts.		
	8th Grade:		
	1. Same as 7		
	2. Same as 7		
	3. Same as 7, plus show relationship among facts, ideas, and events. Use all above methods plus outlining.		
	4. Analyze/Interpret:		
	a. Same as grade 7		
	b. Same as grade 7		
	c. Same as grade 7 plus explain how purpose may affect the interpretation of the text		
	d. Same as grade 7		

GRADE 6-8 READING/ELA

Content	Skills/Strategies	Possible Resource	Suggested Activities
A4: Persuasive Texts			
	6th grade:		
	1. Recognize for and against arguments		
	2. Identify position or perspective of text		
	3. Differences between fact, supported inferences, and opinions		
	IV. Summarize text V. Purpose and audience		
	4. Bandwagon, peer pressure, repetition, testimonial		
	7th Grade:		
	1. Recognize: compare/contrast, proposition/support, and problem / solution in an argument to aid comprehension	Social Studies curriculum, MLK speech, political cartoons, philosophyslam.org,	
	2. Identify Bias and techniques for detecting bias		Debate
	3. Identify weakness in texts		
	4. Make judgments with support from texts		
	5. Purpose and audience		
	6. Grade 6 plus, hyperbole, loaded words		
	8th Grade:		
	1. How does organization of text shape argument	Commercials (print/video)	Make commercials, watch commercials and identify prop techniques
	2. Perspective of text noting bias, stereotyping and generalizations		
	3. Identify propaganda and weakness in text.		
	4. Evaluate position of text and take supported stand		
	5. Purpose and audience		
	6. Grade 7 plus, transfer, amplification, extended metaphor		