INFORMATION SHEET 05/09/2017 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

From: Sarah Steen

Re: English Language Arts / English Language Development (ELA/ELD) Curriculum Adoption Recommendation

The District ELA/ELD Curriculum Adoption Committee recommends adopting College Board SpringBoard for 6th – 8th grade based on careful review of the programs available for adoption.

As I presented at the March 14th Board Meeting the following steps were completed in the adoption process:

- Established JSD ELA / ELD Adoption Committee made up of teachers from all grades and school sites as well as district instructional coaches, site administrators, and district administrators.
- Reviewed all SBE Approved Programs (Program 2 ELA / ELD)
- Created District Criteria
- Set adoption timeline
- Public viewing was held and community input was collected
- Conducted in-depth evaluations of programs (Including: Publisher presentations and training, ELD training, piloting programs in the classroom, as well as school visits / observations)
- Used Toolkit to debrief and discuss the programs and came to consensus
- Submitted a recommendation to School Board for approval

Both 7th and 8th grade College Board SpringBoard Programs were adopted by the State Board of Education on November 4, 2015, under the Program 2 Basic ELA / ELD Curriculum. The 6th grade program was not on the state approved list because the ICQ found the program failed to meet two criteria in the Foundational Workshops. College Board is fully aligned to the common core and have since written an entirely new foundational workshop so that LEAs could consider it as a program to adopt. The attached documents provide evidence of standards alignment. Please see the correlation of SpringBoard English Language Arts, Grade 6 to the California Common Core State Standards.

According to the CDE, LEAs may select to use instructional materials that are not state-adopted. New for 2013, EC Section 60210 was added via AB 1246 (Brownley). It states

the following: “(a) Notwithstanding any other law, a local educational agency may use instructional materials that are aligned with the academic content standards adopted pursuant to Section 60605 or 60605.8, including instructional materials that have not been adopted by the state board pursuant to Section 60200. (c) If a local educational agency chooses to use instructional materials that have not been adopted by the state board, the local educational agency shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials.”

Recommended Action: Approve the adoption of College Board SpringBoard for grades 6 to 8, as presented.

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CollegeBoard

SpringBoard®

SpringBoard Grade 6 ELA / ELD: California Edition

Can I purchase instructional materials not on the recommended list?

- Assembly Bill 1246 (SEC. 8) makes the state list of approved materials only advisory for district adoptions. **Districts have the option to make local choices for instructional materials.** http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120AB1246

How can I purchase instructional materials not on the recommended list?

- Most districts conduct their own review process and - through that process - districts can select instructional materials that are not on the state list. The single requirement is that the school district must ensure that a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials. The great news is that many districts do that already!
- Once districts review off-list products to determine that the materials are aligned to standards, they may elect to purchase materials.

Why did SpringBoard not make the recommended list at Grade 6?

- **The Instructional Quality Commission (IQC) and the State Board of Education recognize that SpringBoard grades 6 – 8 are all fully aligned to the California Standards.**
- Grades 7 and 8 (Program 1 and Program 2) have been approved by the state
- Although the original instructional materials reviewer panel found our materials to be fully aligned to the CA Framework – the IQC reported that SpringBoard did not meet one criterion. This resulted in a split decision and ultimately our 6th grade materials were not placed on the approved list.
- The criterion in question is Criterion 22, which states that the 6th grade materials must "provide a reading intervention supplement for grades kindergarten through grade six. The instructional strategies should be consistent with those used in the basic program."

What has SpringBoard done to respond?

- We have responded to the thoughtful feedback of the IQC by **developing a Foundational Skills Workshop** to ensure that teachers in grades 6-8 have the teacher guidance and student activities to address the required foundational skills. This workshop will be available to all teachers and students who use our program and will include explicit training and guidance on how to use the workshop with our core materials.
- We are certain that our Grade 6 program – with our previous foundational skills supplement and the additional Foundational Skills Workshop – will provide the most comprehensive materials in the state.

How can SpringBoard support our adoption process?

- SpringBoard and The College Board have been tremendous partners with the State of California for many years – producing quality materials that have consistently exceeded customer expectations. Contact your SpringBoard Manager to request a presentation of our complete CA English Language Arts and English Language Development materials.

SpringBoard®

English Language Arts

California Edition

Correlation to California Common Core State Standards

Grades 6–8

CollegeBoard

Correlation of SpringBoard English Language Arts, Grade 6 to the California Common Core State Standards

	STANDARD CODE	STANDARD	WHERE ADDRESSED
		LITERATURE	
Key Ideas and Details	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.5 (pp. 18–27), 1.13 (pp. 58–63); Unit 2: Activity 2.3 (pp. 96–98), 2.10 (pp. 115–118), 2.11 (pp. 119–122); Unit 4: Activity 4.13 (pp. 308–311) Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.6 (pp. 28–33), 1.11 (pp. 50–54), 1.14 (pp. 64–69), 1.15 (pp. 70–79), 1.16 (pp. 80–84); Unit 2: Activity 2.5 (pp. 102–103), 2.6 (pp. 104–105); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.8 (pp. 277–283), 4.10 (pp. 287–289), 4.11 (pp. 290–299), 4.14 (pp. 312–319)
	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–12), 1.15 (pp. 70–79), 1.16 (pp. 80–84); Unit 2: Activity 2.6 (pp. 104–105), 2.9 (pp. 113–114); Unit 3: Activity 3.8 (pp. 203–215); Unit 4: Activity 4.8 (pp. 277–283), 4.12 (pp. 300–307) Unit 1: Activity 1.1 (p. 4), 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.11 (pp. 50–54), 1.12 (pp. 55–57), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.15 (pp. 70–79); Unit 2: Activity 2.5 (pp. 102–103), 2.11 (pp. 119–122); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.11 (pp. 290–299), 4.13 (pp. 308–311), 4.14 (pp. 312–319)
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–12), 1.11 (pp. 50–54), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.16 (pp. 80–84); Unit 2: Activity 2.2 (pp. 93–95), 2.4 (pp. 99–101), 2.5 (pp. 102–103), 2.10 (pp. 115–118); Unit 4: Activity 4.11 (pp. 290–299), 4.13 (pp. 308–311), 4.14 (pp. 312–319), Embedded Assessment 2 (pp. 321–332) Unit 1: Activity 1.3 (p. 13), 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.12 (pp. 55–57), 1.15 (pp. 70–79); Unit 2: Activity 2.8 (pp. 110–112), 2.9 (pp. 113–114), 2.11 (pp. 119–122); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.8 (pp. 277–283), 4.9 (pp. 284–286), 4.12 (pp. 300–307)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Craft and Structure	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	**Focus Standard:** Unit 2: Activity 2.8 (pp. 110–112); Unit 4: Activity 4.8 (pp. 277–283), 4.11 (pp. 290–299), 4.12 (pp. 300–307) Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.11 (pp. 50–54), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.15 (pp. 70–79); Unit 2: Activity 2.10 (pp. 115–118), 2.11 (pp. 119–122); Unit 3: Activity 3.11 (pp. 225–230); Unit 4: Activity 4.13 (pp. 308–311), 4.14 (pp. 312–319)
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**Focus Standard:** Unit 1: Activity 1.16 (pp. 80–84); Unit 3: Activity 3.11 (pp. 225–230); Unit 4: Activity 4.8 (pp. 277–283), 4.10 (pp. 287–289), Embedded Assessment 2 (pp. 321–332) Unit 1: Activity 1.2 (pp. 5–12), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.9 (pp. 42–45), 1.11 (pp. 50–54), 1.14 (pp. 64–69), 1.15 (pp. 70–79); Unit 2: Activity 2.11 (pp. 119–122); Unit 3: Activity 3.3 (pp. 166–171)
	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	**Focus Standard:** Unit 1: Activity 1.14 (pp. 64–69); Unit 3: Activity 3.11 (pp. 225–230) Unit 1: Activity 1.2 (pp. 5–12), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.15 (pp. 70–79); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.8 (pp. 277–283)
Integration of Knowledge and Ideas	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**Focus Standard:** Unit 4: Activity 4.11 (pp. 290–299), 4.15 (p. 320)
	RL.6.8	(Not applicable to literature)	
	RL.6.9	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.	Unit 2: Activity 2.10 (pp. 115–118); Unit 3: Activity 3.3 (pp. 166–171)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Range of Reading and Text Complexity	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Focus Standard:** Unit 1: Activity 1.3 (p. 13), 1.15 (pp. 70–79); Unit 4: Embedded Assessment 2 (pp. 321–332) Unit 1: Activity 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.16 (pp. 80–84), 1.17 (pp. 85–86); Unit 2: Activity 2.13 (pp. 127–129); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.7 (pp. 275–276), 4.12 (pp. 300–307), 4.14 (pp. 312–319)
		INFORMATIONAL TEXT	
Key Ideas and Details	RI.6.1w	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 28–33); Unit 2: Activity 2.17 (pp. 143–146), 2.18 (pp. 147–150); Unit 3; Activity 3.4 (pp. 172–185), 3.10 (pp. 221–224); Unit 4: Activity 4.3 (pp. 255–260) Unit 1: Activity 1.4 (pp. 14–17); Unit 2: Activity 2.2 (pp. 93–95), 2.14 (pp. 130–133), 2.16 (pp. 138–142), 2.19 (pp. 151–156), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.5 (pp. 186–191), 3.6 (pp. 192–196), 3.7 (pp. 197–202), 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217), Activity 3.11 (pp. 225–230), 3.14 (pp. 237–238), 3.15 (pp. 239–243), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.1 (p. 250), 4.2 (pp. 251–254), 4.4 (pp. 261–262), 4.6 (pp. 264–272), 4.13 (pp. 308–311)
	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 28–33); Unit 2: Activity 2.16 (pp. 138–142); Unit 4: Activity 4.6 (pp. 264–272) Unit 1: Activity 1.4 (pp. 14–17), 1.6 (pp. 28–33); Unit 2: Activity 2.2 (pp. 93–95), 2.14 (pp. 130–133), 2.18 (pp. 147–150), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.7 (pp. 197–202), Embedded Assessment 1 (pp. 216–217), 3.10 (pp. 221–224), 3.11 (pp. 225–230), 3.12 (pp. 231–233), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.2 (pp. 251–254), 4.3 (pp. 255–260), 4.4 (pp. 261–262)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Key Ideas and Details	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	**Focus Standard:** Unit 2: Activity 2.16 (pp. 138–142), 2.19 (pp. 151–156) Unit 1: Activity 1.4 (pp. 14–17); Unit 2: Activity 2.14 (pp. 130–133), 2.17 (pp. 143–146), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.10 (pp. 221–224), Activity 3.11 (pp. 225–230); Unit 4: Activity 4.6 (pp. 264–272)
Craft and Structure	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	**Focus Standard:** Unit 3: Activity 3.13 (pp. 234–236) Unit 1: Activity 1.6 (pp. 28–33); Unit 2: Activity 2.16 (pp. 138–142), 2.17 (pp. 143–146), 2.19 (pp. 151–156); Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), Activity 3.11 (pp. 225–230); Unit 4: Activity 4.2 (pp. 251–254), 4.6 (pp. 264–272)
	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**Focus Standard:** Unit 1: Activity 1.4 (pp. 14–17); Unit 3; Activity 3.4 (pp. 172–185) Unit 1: Activity 1.9 (pp. 42–45); Unit 2: Activity 2.16 (pp. 138–142), 2.17 (pp. 143–146), 2.19 (pp. 151–156); Unit 3: Activity 3.8 (pp. 203–215), 3.10 (pp. 221–224); Unit 4: Activity 4.3 (pp. 255–260), 4.6 (pp. 264–272)
	RI.6.5a	**Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**	Unit 3: Activity 3.3 (pp. 166–171), 3.4 (pp. 172–185), 3.7 (pp.186–191), 3.8 (pp. 203–215); Unit 4: Activity 4.2 (pp. 251–254)
	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**Focus Standard:** Unit 3: Activity 3.3 (pp. 166–171), 3.10 (pp. 221–224) Unit 2: Activity 2.16 (pp. 138–142), 2.17 (pp. 143–146), 2.18 (pp. 147–150), 2.19 (pp. 151–156); Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.8 (pp. 203–215), 3.10 (pp. 221–224), 3.14 (pp. 237–238)
Integration of Knowledge and Ideas	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**Focus Standard:** Unit 3: Activity 3.7 (pp. 197–202); Unit 4: Activity 4.4 (pp. 261–262) Unit 2: Activity 2.19 (pp. 151–156); Unit 3: 3.8 (pp. 203–215),Embedded Assessment 1 (pp. 216–217); Unit 4: Embedded Assessment 1 (pp. 273–274)
	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Unit 2: Activity 2.16 (pp. 138–142), 2.17 (pp. 143–146), 2.18 (pp. 147–150); Unit 3: Activity 3.7 (pp. 197–202), 3.8 (pp. 203–215), 3.11 (pp. 225–230); Unit 4: Activity 4.2 (pp. 251–254)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Integration of Knowledge and Ideas	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Unit 2: Activity 2.19 (pp. 151–156); Unit 3: Activity 3.8 (pp. 203–215)
Range of Reading and Text Complexity	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Focus Standard:** Unit 3: Activity 3.6 (pp. 192–196), 3.16 (p. 244) Unit 1: Activity 1.4 (pp. 14–17), 1.6 (pp. 28–33); Unit 2: Activity 2.13 (pp. 127–129), 2.16 (pp. 138–142), 2.19 (pp. 151–156); Unit 3: Activity 3.4 (pp. 172–185), 3.7 (pp. 197–202), 3.8 (pp. 203–215), 3.9 (pp. 218–220), 3.11 (pp. 225–230), 3.12 (pp. 231–233), 3.13 (pp. 234–236), 3.15 (pp. 239–243); Unit 4: Activity 4.3 (pp. 255–260), 4.6 (pp. 264–272)
		WRITING	
Text Types and Purposes	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.	**Focus Standard:** Unit 3: Activity 3.3 (pp. 166–171), 3.10 (pp. 221–224), 3.14 (pp. 237–238); Unit 4: Activity 4.2 (pp. 251–254)
	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.	**Focus Standard:** Unit 3: Activity 3.14 (pp. 237–238), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.2 (pp. 251–254) Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.7 (pp. 197–202), 3.8 (pp. 203–215), 3.10 (pp. 221–224), 3.12 (pp. 231–233)
	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**Focus Standard:** Unit 3: Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.2 (pp. 251–254) Unit 3: Activity 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.7 (pp. 197–202), 3.8 (pp. 203–215), 3.10 (pp. 221–224), 3.12 (pp. 231–233), 3.14 (pp. 237–238)
	W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**Focus Standard:** Unit 3: Embedded Assessment 2 (pp. 245–256)
	W.6.1d	Establish and maintain a formal style.	**Focus Standard:** Unit 3: Activity 3.6 (pp. 192–196), Embedded Assessment 2 (pp. 245–256) Unit 3: Activity 3.8 (pp. 203–215)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.6.1e	Provide a concluding statement or section that follows from the argument presented.	**Focus Standard:** Unit 3: Activity 3.14 (pp. 237–238), Embedded Assessment 2 (pp. 245–256) Unit 3: Activity 3.10 (pp. 221–224)
	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Focus Standard:** Unit 2: Activity 2.2 (pp. 93–95), 2.9 (pp. 113–114), Embedded Assessment 1 (pp. 125–126), 2.14 (pp. 130–133); Unit 4: Activity 4.3 (pp. 255–260)
	W.6.2a	Introduce a topic **or thesis statement**; 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. **CA**	**Focus Standard:** Unit 2: Activity 2.2 (pp. 93–95), 2.4 (pp. 99–101), Embedded Assessment 1 (pp. 125–126), 2.14 (pp. 130–133), Embedded Assessment 2 (pp. 157–158); Unit 4: Activity 4.3 (pp. 255–260) Unit 2: Activity 2.6 (pp. 104–105), 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.12 (pp. 123–124), 2.15 (pp. 134–137), 2.17 (pp. 143–146), 2.19 (pp. 151–156); Unit 4: Activity 4.4 (pp. 261–262), 4.6 (pp. 264–272), 4.8 (pp. 277–283), 4.15 (p. 320)
	W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 125–126), 2.14 (pp. 130–133), Embedded Assessment 2 (pp. 157–158) Unit 2: Activity 2.2 (pp. 93–95), 2.4 (pp. 99–101), 2.6 (pp. 104–105), 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.12 (pp. 123–124), 2.15 (pp. 134–137), 2.17 (pp. 143–146), 2.19 (pp. 151–156); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.6 (pp. 264–272), 4.8 (pp. 277–283), 4.15 (p. 320)
	W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 125–126), Embedded Assessment 2 (pp. 157–158) Unit 2: Activity 2.4 (pp. 99–101), 2.6 (pp. 104–105), 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.12 (pp. 123–124), 2.14 (pp. 130–133), 2.15 (pp. 134–137); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.5 (p. 263), 4.6 (pp. 264–272)
	W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Unit 2: Activity 2.9 (pp. 113–114), Embedded Assessment 1 (pp. 125–126); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.6 (pp. 264–272), 4.8 (pp. 277–283), 4.15 (p. 320)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.6.2e	Establish and maintain a formal style.	Unit 2: Embedded Assessment 1 (pp. 125–126); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.6 (pp. 264–272), 4.8 (pp. 277–283)
	W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	**Focus Standard:** Unit 2: Activity 2.15 (pp. 134–137) Unit 2: Embedded Assessment 1 (pp.125–126), Embedded Assessment 2 (pp.157–158); Unit 3: Activity 3.6 (pp. 192–196), 3.14 (pp. 237– 238), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.3 (pp. 255–260), Embedded Assessment 1 (pp. 273–274)
	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–12), 1.7 (pp. 34–36), Embedded Assessment 1 (pp. 46–47), 1.12 (pp. 55–57), 1.17 (pp. 85–86), Embedded Assessment 2 (pp. 87–88); Unit 3: Activity 3.6 (pp. 192–196)
	W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.7 (pp. 34–36), 1.9 (pp. 42–45), Embedded Assessment 1 (pp. 46–47), 1.12 (pp. 55–57), Embedded Assessment 2 (pp. 87–88) Unit 1: Activity 1.5 (pp. 18–27), 1.8 (pp. 37–41), 1.11 (pp. 50–54), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.17 (pp. 85–86)
	W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**Focus Standard:** Unit 1: Activity 1.8 (pp. 37–41), 1.9 (pp. 42–45), Embedded Assessment 1 (pp. 46–47), 1.11 (pp. 50–54), Embedded Assessment 2 (pp. 87–88); Unit 3: Activity 3.6 (pp. 192–196) Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.14 (pp. 64–69), 1.15 (pp. 70–79), 1.17 (pp. 85–86)
	W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**Focus Standard:** Unit 1: Activity 1.7 (p. 34), 1.9 (pp. 42–45) Unit 1: Activity 1.8 (pp. 37–41)
	W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Unit 1: Activity 1.2 (pp. 5–12), 1.5 (pp. 18–27), 1.8 (pp. 37–41), Embedded Assessment 1 (pp. 46–47), 1.11 (pp. 50–54), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.15 (pp. 70–79), 1.17 (pp. 85–86), Embedded Assessment 2 (pp. 87–88)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	**Focus Standard:** Unit 1: Activity 1.15 (pp. 70–79) Unit 1: Activity 1.8 (pp. 37–41), Embedded Assessment 1 (pp. 46–47), 1.17 (pp. 85–86), Embedded Assessment 2 (pp. 87–88)
Production and Distribution of Writing	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**Focus Standard:** Unit 2: Activity 2.15 (pp. 134–137), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.13 (pp. 234–236), 3.15 (pp. 239–243) Unit 1: Activity 1.2 (pp. 5–12), 1.5 (pp. 18–27), 1.8 (pp. 37–41), 1.9 (pp. 42–45), Embedded Assessment 1 (pp. 46–47), 1.17 (pp. 85–86), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.2 (pp. 93–95), 2.10 (pp. 115–118), 2.12 (pp. 123–124), Embedded Assessment 1 (pp. 125–126), 2.14 (pp. 130–133); Unit 3: Activity 3.6 (pp. 192–196), Embedded Assessment 1 (pp. 216–217), 3.10 (pp. 221–224), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.5 (p. 263), 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274)
	W.6.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	**Focus Standard:** Unit 1: Activity 1.8 (pp. 37–41), 1.17 (pp. 85–86); Unit 2: Activity 2.15 (pp. 134–137), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.1 (p. 162); Unit 3: Activity 3.2 (pp. 163–165), 3.8 (pp. 203–215), 3.15 (pp. 239–243) Unit 1: Activity 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.7 (pp. 34–36), 1.9 (pp. 42–45), Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.6 (pp. 104–105), 2.8 (pp. 110–112), Embedded Assessment 1 (pp. 125–126); Unit 3: Embedded Assessment 1 (pp. 216–217), 3.12 (pp. 231–233), 3.13 (pp. 234–236), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274), 4.8 (pp. 277–283)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Production and Distribution of Writing	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to inter- act and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Unit 1: Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Embedded Assessment 1 (pp. 125–126); Unit 3: Embedded Assessment 1 (pp. 216–217), 3.14 (pp. 237–238), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.4 (pp. 261–262), Embedded Assessment 1 (pp. 273–274)
Research to Build and Present Knowledge	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**Focus Standard:** Unit 2: Activity 2.18 (pp. 147–150), Embedded Assessment 2 (pp. 157–158); Unit 4: Activity 4.4 (pp. 261–262) Unit 3: Activity 3.5 (pp. 186–191), 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217), 3.10 (pp. 221–224), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274)
	W.6.8	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.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.5 (pp. 186–191), 3.12 (pp. 231–233); Unit 4: Activity 4.4 (pp. 261–262) Unit 3: Activity 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.3 (pp. 255–260), Embedded Assessment 1 (pp. 273–274)
	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Focus Standard:** Unit 2: Activity 2.4 (pp. 99–101), 2.17 (pp. 143–146), 2.19 (pp. 151–156) Unit 1: Activity 1.14 (pp. 64–69), 1.15 (pp. 70–79), 1.17 (pp. 85–86); Unit 3: Embedded Assessment 2 (pp. 245–256)
	W.6.9a	Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	Unit 1: Activity 1.4 (p. 17), 1.10 (pp. 48–49); Unit 2: Activity 2.19 (pp. 151–156); Unit 3: Activity 3.3 (pp. 166–171); Unit 4: Activity 4.15 (p. 320)
	W.6.9b	Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**Focus Standard:** Unit 2: Activity 2.17 (pp. 143–146), 2.19 (pp. 151–156), Embedded Assessment 2 (pp. 157–158)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Range of Writing	W.6.10	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.	**Focus Standard:** Unit 1: Activity 1.1 (p. 4); Unit 2: Activity 2.13 (pp. 127–129); Unit 3: Activity 3.16 (p. 244); Unit 4: Embedded Assessment 2 (pp. 321–332) Unit 1: Activity 1.2 (pp. 5–12), 1.5 (pp. 18–27), 1.7 (pp. 34–36), 1.8 (pp. 37–41), 1.9 (pp. 42–45), Embedded Assessment 1 (pp. 46–47), 1.11 (pp. 50–54), 1.12 (pp. 55–57), 1.13 (pp. 58–63), 1.14 (pp. 64–69), 1.15 (pp. 70–79), 1.17 (pp. 85–86), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.3 (pp. 96–98), 2.5 (pp. 102–103), 2.10 (pp. 115–118), 2.12 (pp. 123–124), Embedded Assessment 1 (pp. 125–126), 2.14 (pp. 130–133), 2.15 (pp. 134–137), 2.17 (pp. 143–146), 2.18 (pp. 147–150), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.1 (p. 162), 3.2 (pp. 163–165), 3.4 (pp. 172–185), 3.5 (pp. 186–191), 3.7 (pp. 197–202), 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217), 3.10 (pp. 221–224), 3.12 (pp. 231–233), 3.13 (pp. 234–236), 3.14 (pp. 237–238), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.3 (pp. 255–260), 4.4 (pp. 261–262), 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274), 4.8 (pp. 277–283), 4.9 (pp. 284–286), 4.10 (pp. 287–289), 4.11 (pp. 290–299), 4.12 (pp. 300–307)
		SPEAKING AND LISTENING	
Comprehension and Collaboration	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics*, *texts*, and *issues*, building on others' ideas and expressing their own clearly.	**Focus Standard:** Unit 2: Activity 2.5 (pp. 102–103), 2.7 (pp. 106–109), 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.11 (pp. 119–122); Unit 3: Activity 3.4 (pp. 172–185), 3.8 (pp. 203–215), 3.9 (pp. 218–220)
	SL.6.1a	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.	**Focus Standard:** Unit 2: Activity 2.7 (pp. 106–109); Unit 3: Activity 3.9 (pp. 218–220); Unit 4: Embedded Assessment 1 (pp. 273–274), Embedded Assessment 2 (pp. 321–332) Unit 1: Activity 1.16 (pp. 80–84); Unit 2: Activity 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.11 (pp. 119–122), 2.12 (pp. 123–124), 2.15 (pp. 134–137); Unit 3: Activity 3.3 (pp. 166–171), 3.4 (pp. 172–185), 3.7 (pp. 197–202), 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217); Unit 4: Activity 4.2 (pp. 251–254), 4.5 (p. 263), 4.6 (pp. 264–272), 4.8 (pp. 277–283), 4.13 (pp. 308–311), 4.14 (pp. 312–319)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Comprehension and Collaboration	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**Focus Standard:** Unit 2: Activity 2.7 (pp. 106–109); Unit 4: Embedded Assessment 1 (pp. 273–274), Embedded Assessment 2 (pp. 321–332) Unit 2: Activity 2.11 (pp. 119–122), 2.12 (pp. 123–124); Unit 3: Activity 3.4 (pp. 172–185), 3.8 (pp. 203–215), Embedded Assessment 1 (pp. 216–217), 3.15 (pp. 239–243); Unit 4: Activity 4.2 (pp. 251–254), 4.5 (p. 263), 4.6 (pp. 264–272), 4.14 (pp. 312–319)
	SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**Focus Standard:** Unit 2: Activity 2.7 (pp. 106–109) Unit 2: Activity 2.11 (pp. 119–122), 2.12 (pp. 123–124), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.3 (pp. 166–171), 3.4 (pp. 172–185), Activity 3.6 (pp. 192–196), 3.8 (pp. 203–215), 3.9 (pp. 218–220); Unit 4: Activity 4.5 (p. 263), 4.6 (pp. 264–272), 4.14 (pp. 312–319)
	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 216–217); Unit 4: Embedded Assessment 1 (pp. 273–274), Embedded Assessment 2 (pp. 321–332) Unit 2: Activity 2.7 (pp. 106–109), 2.11 (pp. 119–122), 2.12 (pp. 123–124); Unit 3: Activity 3.8 (pp. 203–215); Unit 4: Activity 4.6 (pp. 264–272)
	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**Focus Standard:** Unit 1: Activity 1.12 (pp. 55–57); Unit 2: Activity 2.12 (pp. 123–124); Unit 3: Activity 3.7 (pp. 197–202), Embedded Assessment 1 (pp. 216–217); Unit 4: Embedded Assessment 1 (pp. 273–274) Unit 2: Activity 2.9 (pp. 113–114), 2.11 (pp. 119–122); Unit 3: Activity 3.8 (pp. 203–215); Unit 4: Activity 4.5 (p. 263), 4.10 (pp. 287–289), 4.11 (pp. 290–299), 4.12 (pp. 300–307), 4.14 (pp. 312–319), Embedded Assessment 2 (pp. 321–332)
	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 216–217); Unit 4: Activity 4.2 (pp. 251–254) Unit 3: Activity 3.4 (pp. 172–185), 3.8 (pp. 203–215)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Presentation of Knowledge and Ideas	SL.6.4	Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 216–217); Unit 4: Activity 4.5 (p. 263), Embedded Assessment 1 (pp. 273–274) Unit 3: Activity 3.3 (pp. 166–171), 3.7 (pp. 197–202), 3.8 (pp. 203–215); Unit 4: Activity 4.2 (pp. 251–254), 4.6 (pp. 264–272), 4.10 (pp. 287–289), 4.12 (pp. 300–307), 4.14 (pp. 312–319)
	SL.6.4a	**Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**	**Focus Standard:** Unit 4: Activity 4.5 (p. 263), Embedded Assessment 1 (pp. 273–274) Unit 4: Activity 4.3 (pp. 255–260)
	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**Focus Standard:** Unit 3: Activity 3.7 (pp. 197–202), Embedded Assessment 1 (pp. 216–217); Unit 4: Activity 4.5 (p. 263), Embedded Assessment 1 (pp. 273–274) Unit 4: Embedded Assessment 2 (pp. 321–332)
	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 216–217); Unit 4: Embedded Assessment 1 (pp. 273–274), 4.9 (pp. 284–286), 4.10 (pp. 287–289), 4.12 (pp. 300–307), 4.14 (pp. 312–319) Unit 2: Activity 2.7 (pp. 106–109), 2.9 (pp. 113–114), 2.11 (pp. 119–122); Unit 3: Activity 3.3 (pp. 166–171), 3.4 (pp. 172–185), 3.6 (pp. 192–196), 3.7 (pp. 197–202), 3.8 (pp. 203–215); Unit 4: Activity 4.2 (pp. 251–254), 4.11 (pp. 290–299), 4.13 (pp. 308–311), Embedded Assessment 2 (pp. 321–332)
		LANGUAGE	
Conventions of Standard English	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Focus Standard:** Unit 1: Activity 1.5 (pp. 18–27), Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.4 (pp. 99–101), Embedded Assessment 1 (pp. 125–126), Embedded Assessment 2 (pp.157–158); Unit 3: Embedded Assessment 2 (pp. 245–256)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Conventions of Standard English	L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	**Focus Standard:** Unit 1: Activity 1.5 (pp. 18–27) Unit 1: Activity 1.11 (pp. 50–54), 1.15 (pp. 70–79), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.6 (pp. 104–105); Unit 4: Activity 4.9 (pp. 284–286)
Conventions of Standard English	L.6.1b	Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA**	**Focus Standard:** Unit 1: Activity 1.5 (pp. 18–27) Unit 1: Activity 1.11 (pp. 50–54); Unit 4: Activity 4.9 (pp. 284–286)
	L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	**Focus Standard:** Unit 2: Activity 2.4 (pp. 99–101) Unit 2: Activity 2.4 (pp. 99–101), 2.6 (pp. 104–105), 2.9 (pp. 113–114); Unit 4: Activity 4.9 (pp. 284–286)
	L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Unit 1: Activity 1.4 (pp.14–17), 1.8 (pp. 37–41); Unit 4: Activity 4.9 (pp. 284–286); Grammar Activities: Unit 1 (pp. 152–153); Unit 2 (p. 156)
	L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Unit 1: Activity 1.5 (pp. 18–27), Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.4 (pp. 99–101), 2.6 (pp. 104–105), 2.9 (pp. 113–114), Embedded Assessment 1 (pp. 125–126), Embedded Assessment 2 (pp. 157–158); Unit 4: Embedded Assessment 1 (pp. 273–274), 4.9 (pp. 284–286), Embedded Assessment 2 (pp. 321–332)
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.12 (pp. 123–124), Embedded Assessment 1 (pp. 125–126), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.15 (pp. 239–243), Embedded Assessment 2 (pp. 245–256); Unit 4: Activity 4.10 (pp. 287–289), Embedded Assessment 2 (pp. 321–332)
	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	Unit 4: Activity 4.10 (pp. 287–289), Embedded Assessment 2 (pp. 321–332)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Conventions of Standard English	L.6.2b	Spell correctly.	Unit 1: Embedded Assessment 1 (pp. 46–47), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.12 (pp. 123–124), Embedded Assessment 1 (pp. 125–126), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.15 (pp. 239–243), Embedded Assessment 2 (pp. 245–256)
Knowledge of Language	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Focus Standard:** Unit 1: Activity 1.13 (pp. 58–63); Unit 2: Activity 2.6 (pp. 104–105); Unit 3: Activity 3.12 (pp. 231–233)
	L.6.3a	Vary sentence patterns for meaning, reader/ listener interest, and style.	**Focus Standard:** Unit 1: Activity 1.13 (pp. 58–63); Unit 2: Activity 2.6 (pp. 104–105); Unit 4: Activity 4.3 (pp. 255–260) Unit 1: Activity 1.4 (pp. 14–17), Embedded Assessment 1 (pp. 46–47), 1.14 (pp. 64–69), 1.15 (pp. 70–79), Embedded Assessment 2 (pp. 87–88); Unit 2: Activity 2.6 (pp. 104–105), 2.10 (pp. 115–118), 2.12 (pp. 123–124), Embedded Assessment 1 (pp. 125–126), 2.15 (pp. 134–137); Unit 3: Activity 3.12 (pp. 231–233); Unit 4: Activity 4.4 (pp. 261–262), 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274)
	L.6.3b	Maintain consistency in style and tone.	Unit 2: Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.14 (pp. 237–238); Unit 4: Activity 4.4 (pp. 261–262), 4.6 (pp. 264–272), Embedded Assessment 1 (pp. 273–274)
Vocabulary Acquisition and Use	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	**Focus Standard:** Unit 2: Activity 2.8 (pp. 110–112); Unit 3: Activity 3.1 (p. 162), 3.2 (pp. 163–165) Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.11 (pp. 50–54), 1.12 (pp. 55–57), 1.13 (pp. 58–63); Unit 2: Activity 2.7 (pp. 106–109), 2.8 (pp. 110–112), 2.14 (pp. 130–133), 2.16 (pp. 138–142); Unit 3: Activity 3.4 (pp. 172–185); Unit 4: Activity 4.3 (pp. 255–260), 4.8 (pp. 277–283), 4.9 (pp. 284–286), 4.12 (pp. 300–307)
	L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Focus Standard:** Unit 2: Activity 2.8 (pp. 110–112); Unit 3: Activity 3.1 (p. 162) Unit 2: Activity 2.16 (pp. 138–142); Unit 3: Activity 3.2 (pp. 163–165), 3.4 (pp. 172–185); Unit 4: Activity 4.12 (pp. 300–307)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Vocabulary Acquisition and Use	L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	Unit 1: Activity 1.2 (pp. 5–12), 1.11 (pp. 50–54), 1.12 (pp. 55–57), 1.13 (pp. 58–63); Unit 2: Activity 2.7 (pp. 106–109), 2.8 (pp. 110–112), 2.14 (pp. 130–133); Unit 4: Activity 4.3 (pp. 255–260), 4.9 (pp. 284–286)
	L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**Focus Standard:** Unit 3: Activity 3.1 (p. 162), 3.2 (pp. 163–165) Unit 2: Activity 2.8 (pp. 110–112), 2.16 (pp. 138–142); Unit 3: Activity 3.4 (pp. 172–185); Unit 4: Activity 4.8 (pp. 277–283), 4.12 (pp. 300–307)
	L.6.4d	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).	**Focus Standard:** Unit 3: Activity 3.1 (p. 162), 3.2 (pp. 163–165) Unit 1: Activity 1.4 (pp. 14–17); Unit 2: Activity 2.8 (pp. 110–112), 2.16 (pp. 138–142); Unit 3: Activity 3.4 (pp. 172–185); Unit 4: Activity 4.8 (pp. 277–283), 4.12 (pp. 300–307)
	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Focus Standard:** Unit 2: Activity 2.8 (pp. 110–112); Unit 4: Activity 4.6 (pp. 264–272) Unit 1: Activity 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.14 (pp. 64–69); Unit 2: Activity 2.17 (pp. 143–146), Embedded Assessment 1 (pp. 125–126); Unit 4: Activity 4.12 (pp. 300–307), 4.13 (pp. 308–311), 4.15 (p. 320)
	L.6.5a	Interpret figures of speech (e.g., personification) in context.	**Focus Standard:** Unit 2: Activity 2.8 (pp. 110–112); Unit 4: Activity 4.6 (pp. 264–272) Unit 1: Activity 1.6 (pp. 28–33), 1.14 (pp. 64–69); Unit 4: Activity 4.12 (pp. 300–307), 4.15 (p. 320)
	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Unit 2: Embedded Assessment 1 (pp. 125–126); Unit 4: Activity 4.13 (pp. 308–311)
	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	Unit 1: Activity 1.5 (pp. 18–27); Unit 2: Activity 2.17 (pp. 143–146); Unit 4: Activity 4.12 (pp. 300–307)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
	L.6.6	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.	**Focus Standard:** Unit 1: Activity 1.1 (p. 4), 1.10 (pp. 48–49); Unit 2: Activity 2.1 (p. 92); Unit 3: Activity 3.1 (p. 162); Unit 4: Activity 4.1 (p. 250), 4.7 (pp. 275–276) Unit 1: Activity 1.2 (pp. 5–12), 1.4 (pp. 14–17), 1.5 (pp. 18–27), 1.6 (pp. 28–33), 1.9 (pp. 42–45), 1.11 (pp. 50–54), 1.12 (pp. 55–57), 1.13 (pp. 58–63), 1.16 (pp. 80–84); Unit 2: Activity 2.2 (pp. 93–95), 2.3 (pp. 96–98), 2.4 (pp. 99–101), 2.5 (pp. 102–103), 2.6 (pp. 104–105), 2.7 (pp. 106–109), 2.8 (pp. 110–112), 2.9 (pp. 113–114), 2.10 (pp. 115–118), 2.14 (pp. 130–133), 2.15 (pp. 134–137), 2.16 (pp. 138–142), 2.17 (pp. 143–146); Unit 3: Activity 3.2 (pp. 163–165), 3.4 (pp. 172–185), 3.5 (pp. 186–191), 3.7 (pp. 197–202), 3.8 (pp. 203–215), 3.11 (pp. 225–230), 3.12 (pp. 231–233); Unit 4: Activity 4.3 (pp. 255–260), 4.5 (p. 263), 4.6 (pp. 264–272), 4.8 (pp. 277–283), 4.9 (pp. 284–286), 4.10 (pp. 287–289), 4.12 (pp. 300–307)

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Correlation of SpringBoard English Language Arts, Grade 7 to the California Common Core State Standards

	STANDARD CODE	STANDARD	WHERE ADDRESSED
		LITERATURE	
Key Ideas and Details	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.3 (pp. 9–13), 1.11 (pp. 46–56), 1.12 (pp. 57–61), 1.14 (pp. 65–68), 1.15 (pp. 69–76); Unit 3: Activity 3.2 (pp. 163–164), 3.3 (pp. 165–167), 3.5 (pp. 172–175), 3.6 (pp. 176–177), 3.8 (pp. 185–187), 3.9 (pp. 188–190), 3.10 (pp. 191–193), 3.14 (203–206), 3.20 (pp. 231–240); Unit 4: Activity 4.5 (pp. 274–282), 4.9 (pp. 302–304), 4.10 (pp. 305–307), 4.11 (pp. 308–310), 4.12 (pp. 311–213), 4.13 (pp. 314–318), 4.14 (pp. 319–323), 4.16 (pp. 329–334), Embedded Assessment 2 (pp. 335–336) Unit 1: Activity 1.4 (pp. 14–19); Unit 3: Activity 3.4 (pp. 168–171), 3.7 (pp. 179–184), 3.11 (pp. 194–196), 3.12 (pp. 197–199), 3.13 (pp. 200–202), Embedded Assessment 1 (pp. 207–208); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297), 4.15 (pp. 324–328)
	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**Focus Standard:** Unit 1: Activity 1.3 (pp. 9–13), 1.4, (pp. 14–19); Unit 3: 3.8 (pp. 185–187), 3.13 (pp. 200–202), 3.14 (203–206), 3.20 (pp. 231–240) Unit 1: Activity 1.11 (pp. 46–56), 1.12 (pp. 57–61); Unit 3: Activity 3.10 (pp. 191–193), Embedded Assessment 1 (pp. 207–208); Unit 4: Activity 4.11 (pp. 308–310), 4.15 (pp. 324–328)
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Focus Standard:** Unit 1: Activity 1.11 (pp. 46–56), 1.12 (pp. 57–61); Unit 3: Activity 3.4 (pp. 168–171), 3.12 (pp. 197–199); Unit 4: Activity 4.13 (pp. 314–318) Unit 1: Activity 1.4, (pp. 14–19); Unit 3: Activity 3.8 (pp. 185–187), 3.14 (203–206), Embedded Assessment 1 (pp. 207–208); Unit 4: Activity 4.5 (pp. 274–282), 4.10 (pp. 305–307), Embedded Assessment 2 (pp. 335–336)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Craft and Structure	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.) CA**	**Focus Standard:** Unit 1: Activity 1.3 (pp. 9–13), 1.13 (pp. 62–64), 1.14 (pp. 65–68); Unit 3: Activity 3.13 (pp. 200–202); Unit 4: Activity 4.2 (pp. 251–260), 4.6 (pp. 283–288), 4.9 (pp. 302–304) Unit 1: Activity 1.4, (pp. 14–19), 1.11 (pp. 46–56); Unit 3: Activity 3.8 (pp. 185–187), 3.11 (pp. 194–196), 3.12 (pp. 197–199), 4.7 (pp. 289–297)
	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**Focus Standard:** Unit 4: Activity 4.2 (pp. 251–260), 4.6 (pp. 283–288) Unit 1: Activity 1.3 (pp. 9–13); Unit 4: Activity 4.5 (pp. 274–282)
	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**Focus Standard:** Unit 3: Activity 3.5 (pp. 172–175) Unit 1: Activity 1.4, (pp. 14–19), 1.12 (pp. 57–61); Unit 2: Activity 2.4 (pp. 94–97); Unit 4: Activity 4.6 (pp. 283–288)
Integration of Knowledge and Ideas	RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**Focus Standard:** Unit 4: Activity 4.11 (pp. 308–310), 4.14 (pp. 319–323), 4.15 (pp. 324–328), 4.16 (pp. 329–334)
	RL.7.8	(Not applicable to literature)	
	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**Focus Standard:** Unit 3: Activity 3.7 (pp. 179–184); Unit 4: Activity 4.7 (pp. 289–297)
Range of Reading and Text Complexity	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: Activity 1.3 (pp. 9–13), 1.11 (pp. 46–56), 1.12 (pp. 57–61), 1.15 (pp. 69–76); Unit 3: Activity 3.3 (pp. 165–167), 3.4 (pp. 168–171), 3.5 (pp. 172–175), 3.6 (pp. 176–177), 3.7 (pp. 179–184), 3.8 (pp. 185–187), 3.10 (pp. 191–193), 3.11 (pp. 194–196), 3.12 (pp. 197–199), 3.13 (pp. 200–202), 3.14 (203–206); Unit 4: Activity 4.2 (pp. 251–260), 4.4 (pp. 265–273), 4.5 (pp. 274–282), 4.7 (pp. 289–297), 4.9 (pp. 302–304), 4.11 (pp. 308–310), 4.12 (pp. 311–213), 4.13 (pp. 314–318), 4.14 (pp. 319–323), 4.15 (pp. 324–328), 4.16 (pp. 329–334)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
		INFORMATIONAL TEXT	
Key Ideas and Details	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.5 (pp. 20–26), 1.8, (pp. 32–37); Unit 2: Activity 2.2 (pp. 83–87), 2.8 (pp. 112–118), 2.13 (pp. 140–145); Unit 3: Activity 3.17 (pp. 214–220), 3.21 (pp. 241–243) Unit 2: Activity 2.3 (pp. 88–93), 2.4 (pp. 94–97), 2.5 (pp. 98–101), 2.6 (pp. 102–109), 2.11 (pp. 126–132), 2.12 (pp. 133–139), 2.14 (pp. 146–153), 3.7 (pp. 179–184), 3.20 (pp. 231–240)
	RI.7.2	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.	**Focus Standard:** Unit 1: Activity 1.15 (pp. 69–76) Unit 1: Activity 1.5 (pp. 20–26), 1.9 (pp. 38–39); Unit 2: Activity 2.2 (pp. 83–87), 2.3 (pp. 88–93), 2.8 (pp. 112–118); Unit 3: Activity 3.17 (pp. 214–220); Unit 4: Activity 4.7 (pp. 289–297)
	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**Focus Standard:** Unit 1: Activity 1.5 (pp. 20–26) Unit 1: Activity 1.7 (pp. 30–31); Unit 2: Activity 2.11 (pp. 126–132); Unit 3: Activity 3.20 (pp. 231–240)
Craft and Structure	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4–6 for additional expectations.) CA**	Unit 1: Activity 1.5 (pp. 20–26); Unit 2: Activity 2.11 (pp. 126–132), 2.13 (pp. 140–145); Unit 3: Activity 3.21 (pp. 241–243); Unit 4: Activity 4.7 (pp. 289–297)
	RI.7.5	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.	**Focus Standard:** Unit 1: Activity 1.7 (pp. 30–31), 1.9 (pp. 38–39); Unit 2: Activity 2.2 (pp. 83–87), 2.3 (pp. 88–93), 2.15 (pp. 154–156) Unit 2: Activity 2.8 (pp. 112–118); Unit 3: Activity 3.20 (pp. 231–240)
	RI.7.5a	**Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**	**Focus Standard:** Unit 2: Activity 2.2 (pp. 83–87) Unit 2: Activity 2.3 (pp. 88–93); Unit 3: Activity 3.17 (pp. 214–220), 3.19 (pp. 225–230) 3.21 (pp. 241–243)
	RI.7.6	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.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–8); Unit 3: Activity 3.7 (pp. 179–184), Unit 1: Activity 1.5 (pp. 20–26); Unit 2: Activity 2.6 (pp. 102–109), 2.11 (pp. 126–132), 2.12 (pp. 133–139), 2.13 (pp. 140–145); Unit 3: Activity 3.17 (pp. 214–220)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Integration of Knowledge and Ideas	RI.7.7	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).	**Focus Standard:** Unit 2: Activity 2.13 (pp. 140–145); Unit 3: Activity 3.20 (pp. 231–240)
	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**Focus Standard:** Unit 2: Activity 2.11 (pp. 126–132), 2.12 (pp. 133–139), 2.13 (pp. 140–145) Unit 2: Activity 2.14 (pp. 146–153); Unit 3: Activity 3.20 (pp. 231–240)
	RI.7.9	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.	**Focus Standard:** Unit 2: Activity 2.8 (pp. 112–118); Unit 2: Activity 2.14 (pp. 146–153); Unit 3, Activity 3.17 (pp. 214–220) Unit 2: Activity 2.13 (pp. 140–145)
Range of Reading and Text Complexity	RI.7.10	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.	**Focus Standard:** Unit 3: Activity 3.20 (pp. 231–240) Unit 2: Activity 2.1 (p. 82), 2.11 (pp. 126–132), 2.12 (pp. 133–139), 2.13 (pp. 140–145), 2.14 (pp. 146–153); Unit 3: Activity 3.21 (pp. 241–243); Unit 4: Activity 4.7 (pp. 289–297)
		WRITING	
Text Types and Purposes	W.7.1	Write arguments to support claims with clear reasons and relevant evidence.	Unit 2: Activity 2.12 (pp. 133–139), 2.15 (pp. 154–156), Embedded Assessment 2 (pp. 157–158)
	W.7.1a	Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA**	**Focus Standard:** Unit 2: Activity 2.15 (pp. 154–156), Embedded Assessment 2 (pp. 157–158) Unit 2: Activity 2.12 (pp. 133–139)
	W.7.1b	Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA**	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 157–158) Unit 2: Activity 2.12 (pp. 133–139), 2.14 (p. 153)
	W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 157–158) Unit 2: Activity 2.4 (p. 97), 2.12 (pp. 133–139), 2.14 (p. 153)
	W.7.1d	Establish and maintain a formal style.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 157–158)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	**Focus Standard:** Unit 2: Activity 2.15 (pp. 154–156), Embedded Assessment 2 (pp. 157–158)
	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Focus Standard:** Unit 2: Activity 2.4 (pp. 94–97), 2.5 (pp. 98–101), 2.6 (pp. 102–109), 2.8 (pp. 112–118); Unit 3: Activity 3.4 (pp. 168–171), 3.6 (pp. 176–177), 3.9 (pp. 188–190), 3.10 (pp. 191–193), 3.11 (pp. 194–196) Unit 1: Embedded Assessment 1 (pp. 40–41); Unit 3: Activity 3.14 (203–206)
	W.7.2a	Introduce a topic **or thesis statement** 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. **CA**	**Focus Standard:** Unit 2: Activity 2.4 (pp. 94–97), 2.5 (pp. 98–101), Embedded Assessment 1 (pp. 121–122) Unit 1: Activity 1.3 (pp. 9–13), 1.11 (pp. 46–56); Unit 3: 3.8 (pp. 185–187); Unit 4: Activity 4.13 (pp. 314–318)
	W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 121–122); Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 1: Activity 1.11 (pp. 46–56); Unit 2: Activity 2.4 (pp. 94–97), 2.5 (pp. 98–101); Unit 3: Activity 3.6 (pp. 176–177), 3.8 (pp. 185–187), 3.9 (pp. 188–190); Unit 4: Activity 4.13 (pp. 314–318)
	W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 121–122); Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 2: Activity 2.4 (pp. 94–97); Unit 3: Activity 3.6 (pp. 176–177), 3.9 (pp. 188–190)
	W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 1: Activity 1.11 (pp. 46–56); Unit 3: Activity 3.8 (pp. 185–187)
	W.7.2e	Establish and maintain a formal style.	**Focus Standard:** Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 2: Activity 2.4 (p. 97), 2.6 (p. 109), 2.18 (118), 2.19 (p. 120), Embedded Assessment 1 (p. 121–122)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	**Focus Standard:** Unit 2: Activity 2.9 (pp. 119–120), Embedded Assessment 1 (pp. 121–122); Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 3: Activity 3.6 (pp. 176–177), 3.10 (pp. 191–193)
	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Focus Standard:** Unit 1: Activity 1.4 (pp. 14–19), 1.5 (pp. 20–26), 1.6 (pp. 27–29); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)
	W.7.3a	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.	**Focus Standard:** Unit 1: Activity 1.4 (pp. 14–19), 1.5 (pp. 20–26), 1.6 (pp. 27–29), Embedded Assessment 1 (pp. 40–41), Embedded Assessment 2 (pp. 77–78); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297), Embedded Assessment 1 (pp. 298–299) Unit 1: Activity 1.7 (pp. 30–31), 4.3 (pp. 261–264), 4.13 (pp. 314–318)
	W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**Focus Standard:** Unit 1: Embedded Assessment 1 (pp. 40–41), Embedded Assessment 2 (pp. 77–78); Unit 3: Activity 3.2 (pp. 163–164); Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 1: Activity 1.5 (pp. 20–26); Unit 4: Activity 4.3 (pp. 261–264); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)
	W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**Focus Standard:** Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 1: Activity 1.5 (pp. 20–26), 1.6 (pp. 27–29); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)
	W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**Focus Standard:** Unit 1: Activity 1.8 (pp. 32–37), Embedded Assessment 1 (pp. 40–41), Embedded Assessment 2 (pp. 77–78); Unit 3: Activity 3.2 (pp. 163–164); Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)
	W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Focus Standard:** Unit 1: Activity 1.9 (pp. 38–39), Embedded Assessment 1 (pp. 40–41); Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Production and Distribution of Writing	W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**Focus Standard:** Unit 1: Embedded Assessment 2 (pp. 77–78); Unit 2: Embedded Assessment 1 (pp. 121–122), Embedded Assessment 2 (pp. 157–158) Unit 1: Activity 1.4 (pp. 14–19), 1.5 (pp. 20–26), 1.6 (pp. 27–29), Unit 1: Embedded Assessment 1 (pp. 40–41), 1.15 (pp. 69–76); Unit 2: Activity 2.4 (pp. 94–97), 2.5 (pp. 98–101); Unit 3: Activity 3.6 (pp. 176–177), 3.8 (pp. 185–187), 3.9 (pp. 188–190), 3.10 (pp. 191–193), 3.11 (pp. 194–196), 3.12 (pp. 197–199), 3.14 (203–206); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297), Embedded Assessment 1 (pp. 298–299)
	W.7.5	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	**Focus Standard:** Unit 1: Activity 1.7 (pp. 30–31), 1.9 (pp. 38–39), Embedded Assessment 1 (pp. 40–41), 1.15 (pp. 69–76), Embedded Assessment 2 (pp. 77–78); Unit 2: Activity 2.9 (pp. 119–120), 2.11 (pp. 126–132); Unit 3: Activity 3.6 (pp. 176–177), 3.14 (203–206), Embedded Assessment 1 (pp. 207–208); Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 1: Activity 1.6 (pp. 27–29), Embedded Assessment 1 (pp. 40–41); Unit 2: Activity 2.4 (pp. 94–97), 2.8 (pp. 112–118), 2.13 (pp. 140–145), 2.14 (pp. 146–153); Unit 3: Activity 3.4 (pp. 168–171), 3.7 (pp. 179–184), 3.8 (pp. 185–187), 3.10 (pp. 191–193), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.6 (pp. 283–288), 4.7 (pp. 289–297)
	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**Focus Standard:** Unit 3: Embedded Assessment 2 (pp. 244–245) Unit 1: Activity 1.6 (p. 29); Unit 3: Activity 3.6 (pp. 176–177)
Research to Build and Present Knowledge	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**Focus Standard:** Unit 1: Activity 1.13 (pp. 62–64); Unit 2: Activity 2.3 (pp. 88–93), 2.12 (pp. 133–139); Unit 3: Activity 3.16 (pp. 211–213), 3.21 (pp. 241–243) Unit 1: Activity 1.12 (pp. 57–61); Unit 2: Activity 2.6 (pp. 102–109), 2.7 (pp. 110–111), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.18 (pp. 221–224), Embedded Assessment 2 (pp. 244–245)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Research to Build and Present Knowledge	W.7.8	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.	**Focus Standard:** Unit 2: Activity 2.6 (pp. 102–109), 2.7 (pp. 110–111); Unit 3, Activity 3.18 (pp. 221–224), Embedded Assessment 2 (pp. 244–245) Unit 2: Activity 2.12 (pp. 133–139), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.20 (pp. 231–240), 3.21 (pp. 241–243)
	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Focus Standard:** Unit 3: Activity 3.5 (pp. 172–175), 3.12 (pp. 197–199) Unit 2: Activity 2.3 (pp. 88–93), 2.5 (pp. 98–101), 2.14 (pp. 146–153)
	W.7.9a	Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	**Focus Standard:** Unit 3: Activity 3.12 (pp. 197–199), Embedded Assessment 1 (pp. 207–208) Unit 1: Activity 1.3 (pp. 9–13), 1.11 (pp. 46–56), 1.14 (pp. 65–68); Unit 3: Activity 3.3 (pp. 165–167), 3.6 (pp. 176–177), 3.7 (pp. 179–184), 3.8 (pp. 185–187), 3.9 (pp. 188–190), 3.10 (pp. 191–193), 3.14 (203–206); Unit 4: Activity 4.13 (pp. 314–318)
	W.7.9b	Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 121–122) Unit 2: Activity 2.7 (pp. 110–111), 2.14 (pp. 146–153), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.21 (pp. 241–243); Unit 4: Activity 4.7 (pp. 289–297)
Range of Writing	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–8); Unit 2: Activity 2.10 (pp. 123–125); Unit 4: Embedded Assessment 1 (pp. 298–299), Embedded Assessment 2 (pp. 335–336) Unit 1: Activity 1.5 (pp. 20–26), 1.7 (pp. 30–31), Embedded Assessment 1 (pp. 40–41), 1.11 (pp. 46–56); Unit 2: Activity 2.2 (pp. 83–87), 2.5 (pp. 98–101), 2.9 (pp. 119–120), 2.14 (pp. 146–153); Unit 3: Activity 3.3 (pp. 165–167), 3.5 (pp. 172–175), 3.6 (pp. 176–177), 3.7 (pp. 179–184), 3.8 (pp. 185–187), 3.10 (pp. 191–193), 3.13 (pp. 200–202), Embedded Assessment 1 (pp. 207–208); Unit 4: Activity 4.2 (pp. 251–260), 4.6 (pp. 283–288), 4.7 (pp. 289–297), 4.13 (pp. 314–318)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
		SPEAKING AND LISTENING	
Comprehension and Collaboration	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 27–29); Unit 2: Activity 2.2 (pp. 83–87), 2.3 (pp. 88–93); Unit 3: Activity 3.3 (pp. 165–167), 3.15 (pp. 209–210), 3.16 (pp. 211–213); Unit 4: Activity 4.4 (pp. 265–273) Unit 1: Embedded Assessment 1 (pp. 40–41); Unit 3: Activity 3.21 (pp. 241–243)
	SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 27–29); Unit 2: Activity 2.5 (pp. 98–101), 2.7 (pp. 110–111), 2.10 (pp. 123–125); Unit 3: Activity 3.3 (pp. 165–167), 3.10 (pp. 191–193), 3.15 (pp. 209–210), 3.16 (pp. 211–213); Unit 4: Activity 4.4 (pp. 265–273), Embedded Assessment 1 (pp. 298–299) Unit 1: Activity 1.9 (pp. 38–39), 1.12 (pp. 57–61), 1.15 (pp. 69–76); Unit 2: Activity 2.8 (pp. 112–118), Embedded Assessment 1 (pp. 121–122), 2.11 (pp. 126–132), 2.12 (pp. 133–139), 2.13 (pp. 140–145), Embedded Assessment 2 (pp. 157–158); Unit 3: Activity 3.2 (pp. 163–164), 3.5 (pp. 172–175), 3.6 (pp. 176–177), 3.7 (pp. 179–184), 3.9 (pp. 188–190), 3.10 (pp. 191–193), 3.11 (pp. 194–196), 3.12 (pp. 197–199), 3.14 (203–206), Embedded Assessment 1 (pp. 207–208), 3.20 (pp. 231–240), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.2 (pp. 251–260), 4.6 (pp. 283–288)
	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and dead- lines, and define individual roles as needed.	**Focus Standard:** Unit 3: Embedded Assessment 2 (pp. 244–245) Unit 1: Activity 1.6 (pp. 27–29); Unit 2: Embedded Assessment 1 (pp. 121–122), 2.10 (pp. 123–125); Unit 3: Activity 3.10 (pp. 191–193); Unit 4: Activity 4.13 (pp. 314–318)
	SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Unit 1: Activity 1.6 (pp. 27–29); Unit 2: Embedded Assessment 1 (pp. 121–122); Unit 3: Activity 3.7 (pp. 179–184), 3.10 (pp. 191–193), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.3 (pp. 261–264), 4.10 (pp. 305–307)
	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	Unit 2: Embedded Assessment 1 (pp. 121–122); Unit 3: Activity 3.10 (pp. 191–193), 3.11 (pp. 194–196), 3.12 (pp. 197–199), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.3 (pp. 261–264)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**Focus Standard:** Unit 1: Embedded Assessment 2 (pp. 77–78); Unit 3: Activity 3.16 (pp. 211–213), 3.19 (pp. 225–230); Unit 4: Activity 4.3 (pp. 261–264), 4.10 (pp. 305–307), Embedded Assessment 2 (pp. 335–336) Unit 1: Activity 1.8 (pp. 32–37); Unit 2: Activity 2.6 (pp. 102–109), 2.7 (pp. 110–111); Unit 3: Activity 3.20 (pp. 231–240), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.4 (pp. 265–273), 4.9 (pp. 302–304), 4.14 (pp. 319–323)
	SL.7.3	Delineate a speaker's argument and specific claims, **and attitude toward the subject,** evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CA**	Unit 2: Activity 2.13 (pp. 140–145); 2.14 (pp. 146–153); Unit 3: Activity 3.21 (pp. 241–243)
Presentation of Knowledge and Ideas	SL.7.4	Present claims and findings **(e.g., argument, narrative, summary presentations)**, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**	**Focus Standard:** Unit 2: Activity 2.14 (pp. 146–153); Unit 3: Activity 3.18 (pp. 221–224), Embedded Assessment 2 (pp. 244–245); Unit 4: Activity 4.4 (pp. 265–273), 4.11 (pp. 308–310), 4.12 (pp. 311–213), 4.13 (pp. 314–318), Embedded Assessment 2 (pp. 335–336) Unit 1: Activity 1.13 (pp. 62–64); Unit 3: Activity 3.14 (203–206); Unit 4: Activity 4.6 (pp. 283–288), 4.9 (pp. 302–304), 4.10 (pp. 305–307), 4.14 (pp. 319–323), 4.15 (pp. 324–328)
	SL.7.4a	**Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA**	**Focus Standard:** Unit 2: Activity 2.14 (pp. 146–153) Unit 2: Embedded Assessment 2 (pp. 157–158)
	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**Focus Standard:** Unit 3: Activity 3.19 (pp. 225–230), Embedded Assessment 2 (pp. 244–245) Unit 1: Activity 1.15 (pp. 69–76); Unit 4: Activity 4.9 (pp. 302–304), Embedded Assessment 2 (pp. 335–336)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	**Focus Standard:** Unit 4: Embedded Assessment 1 (pp. 298–299) Unit 2: Activity 2.2 (pp. 83–87), 2.6 (pp. 102–109), 2.7 (pp. 110–111), 2.14 (pp. 146–153); Unit 4: Activity 4.2 (pp. 251–260), 4.4 (pp. 265–273), 4.6 (pp. 283–288), 4.12 (pp. 311–213), Embedded Assessment 2 (pp. 335–336)
		LANGUAGE	
Conventions of Standard English	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Focus Standard:** Unit 3: Activity 3.8 (pp. 185–187) Unit 1: Embedded Assessment 2; Unit 2: Embedded Assessment 1 (pp. 121–122), Activity 2.14 (pp. 146–153), Embedded Assessment 2 (pp. 157–158); Unit 3: Embedded Assessment 2 (pp. 207–208)
	L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	**Focus Standard:** Unit 3: Activity 3.4 (pp. 168–171), 3.8 (pp. 185–187) Unit 1: Activity 1.3 (pp. 9–13), 1.5, (pp. 20–26); Unit 2: Activity 2.12 (pp. 133–139), 2.13 (pp. 140–145); Unit 3: Activity 3.6 (pp. 176–177), 3.7 (pp. 179–184), 3.17 (pp. 214–220)
	L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	**Focus Standard:** Unit 4: Activity 4.4 (pp. 265–273) Unit 2: Activity 2.8 (pp. 112–118), Embedded Assessment 1 (pp. 121–122), 2.14 (pp. 146–153); Unit 3: Activity 3.4 (pp. 168–171), 3.7 (pp. 179–184); Unit 4: Embedded Assessment 1 (pp. 298–299)
	L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Unit 2: Activity 2.14 (pp. 146–153), 2.15 (pp. 154–156); Unit 3: Activity 3.21 (pp. 241–243); Unit 4: Activity 4.4 (pp. 265–273)
	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: Activity 1.8 (pp. 32–37), Embedded Assessment 1 (pp. 40–41); Unit 2: Embedded Assessment 1 (pp. 121–122), Embedded Assessment 2 (pp. 157–158); Unit 3: Embedded Assessment 1 (pp. 207–208); Unit 4: Embedded Assessment 1 (pp. 298–299)
	L.7.2a	Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt)*.	Unit 1: Activity 1.8 (pp. 32–37), Embedded Assessment 1 (pp. 40–41)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Conventions of Standard English	L.7.2b	Spell correctly.	**Focus Standard:** Unit 2: Embedded Assessment 1 (pp. 121–122), Embedded Assessment 2 (pp. 157–158); Unit 3: Embedded Assessment 1 (pp. 207–208) Unit 1: Embedded Assessment 1 (pp. 40–41); Unit 4: Embedded Assessment 1 (pp. 298–299)
Knowledge of Language	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1: Activity 1.11 (pp. 46–56); Unit 2: Activity 2.5 (pp. 98–101); Unit 3: Activity 3.6 (pp. 176–177), 3.7 (pp. 179–184); Unit 4: Activity 4.4 (pp. 265–273), Embedded Assessment 1 (pp. 298–299)
	L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Unit 1: Activity 1.11 (pp. 46–56); Unit 2: Activity 2.5 (pp. 98–101); Unit 3: Activity 3.6 (pp. 176–177), 3.7 (pp. 179–184); Unit 4: Activity 4.4 (pp. 265–273), Embedded Assessment 1 (pp. 298–299)
Vocabulary Acquisition and Use	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies.	Unit 1: Activity 1.3 (pp. 9–13), 1.4 (pp. 14–19), 1.5 (pp. 20–26), 1.8 (pp. 32–37), 1.14 (pp. 65–68), 1.15 (pp. 69–76); Unit 2: Activity 2.3 (pp. 88–93), 2.4 (pp. 94–97), 2.8 (pp. 112–118), 2.11 (pp. 126–132); Unit 3: Activity 3.8 (pp. 185–187); Unit 4: Activity 4.2 (pp. 251–260), 4.3 (pp. 261–264), 4.7 (pp. 289–297), 4.9 (pp. 302–304), 4.11 (pp. 308–310)
	L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Unit 1: Activity 1.5 (pp. 20–26), 1.8 (pp. 32–37), 1.15 (pp. 69–76); Unit 2: Activity 2.3 (pp. 88–93), 2.8 (pp. 112–118); Unit 4: Activity 4.2 (pp. 251–260), 4.7 (pp. 289–297), 4.9 (pp. 302–304)
	L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	Unit 1: Activity 1.4 (pp. 14–19), 1.5 (pp. 20–26), 1.14 (pp. 65–68); Unit 2: Activity 2.4 (pp. 94–97), 2.11 (pp. 126–132); Unit 4: Activity 4.3 (pp. 261–264)
	L.7.4c	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 **or trace the etymology of words. CA**	Unit 1: Activity 1.3 (pp. 9–13), 1.5 (pp. 20–26), 1.15 (pp. 69–76); Unit 2: Activity 2.4 (p. 96), 2.6 (p. 107), 2.8 (p. 113); Unit 3: 3.8 (pp. 185–187), 3.20 (p. 239)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Vocabulary Acquisition and Use	L.7.4d	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).	Unit 1: Activity 1.15 (pp. 69–76); Unit 4: Activity 4.11 (pp. 308–310)
	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Focus Standard:** Unit 3: Activity 3.11 (pp. 194–196) Unit 1: Activity 1.3 (pp. 9–13); Unit 2: Activity 2.8 (pp. 112–118); Unit 3: 3.8 (pp. 185–187), 3.13 (pp. 200–202); Unit 4: Activity 4.9 (pp. 302–304), 4.12 (pp. 311–213)
	L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**Focus Standard:** Unit 3: Activity 3.11 (pp. 194–196) Unit 1: Activity 1.3 (pp. 9–13); Unit 2: Activity 2.8 (pp. 112–118); Unit 3: 3.8 (pp. 185–187), 3.13 (pp. 200–202); Unit 4: Activity 4.9 (pp. 302–304), 4.12 (pp. 311–213)
	L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Unit 1: Activity 1.2 (p. 5); Unit 2: Activity 2.14 (p. 147); Unit 3: Activity 3.17 (p. 216)
	L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	Unit 1: Activity 1.3 (pp. 9–13); Unit 4: Activity 4.9 (pp. 302–304)
	L.7.6	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.	**Focus Standard:** Unit 1: Activity 1.1 (p. 4), 1.10 (pp. 42–45); Unit 2: Activity 2.1 (p. 82); Unit 3: Activity 3.1 (p. 162); Unit 4: Activity 4.1 (p. 250), 4.5 (pp. 274–282), 4.8 (pp. 300–301) Unit 1: Activity 1.2 (pp. 5–8), 1.3 (pp. 9–13), 1.5 (pp. 20–26), 1.6 (pp. 27–29), 1.7 (pp. 30–31), 1.13 (pp. 62–64), 1.15 (pp. 69–76); Unit 2: Activity 2.2 (pp. 83–87), 2.3 (pp. 88–93), 2.4 (pp. 94–97), 2.11 (pp. 126–132), 2.13 (pp. 140–145), 2.14 (pp. 146–153); Unit 3: Activity 3.2 (pp. 163–164), 3.3 (pp. 165–167), 3.4 (pp. 168–171), 3.5 (pp. 172–175), 3.7 (pp. 179–184), 3.8 (pp. 185–187), 3.12 (pp. 197–199), 3.13 (pp. 200–202), 3.14 (203–206), 3.18 (pp. 221–224); Unit 4: Activity 4.2 (pp. 251–260), 4.3 (pp. 261–264), 4.4 (pp. 265–273), 4.6 (pp. 283–288), 4.10 (pp. 305–307), 4.11 (pp. 308–310), 4.12 (pp. 311–213), 4.15 (pp. 324–328)

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Correlation of SpringBoard English Language Arts, Grade 8 to the California Common Core State Standards

	STANDARD CODE	STANDARD	WHERE ADDRESSED
		LITERATURE	
Key Ideas and Details	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.5 (pp. 15–21); Unit 2: Activity 2.4 (pp. 119–121); Unit 3: Activity 3.11 (pp. 206–213); Unit 4: Activity 4.15 (pp. 324–325) Unit 1: Activity 1.3 (pp. 8–10), 1.4 (pp. 11–14), 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.14 (pp. 75–83); Unit 2: Activity 2.3 (pp. 110–118), 2.6 (pp. 125–129), 2.7 (pp. 130–131), 2.8 (pp. 132–133), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138); Unit 3: Activity 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.10 (pp. 201–205), 3.12 (pp. 214–216), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.3 (pp. 260–263), 4.6 (pp. 277–281), 4.7 (pp. 282–287), 4.8 (pp. 288–295), 4.9 (pp. 296–303), 4.10 (pp. 304–307), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.16 (pp. 326–328), 4.18 (pp. 333–336)
	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**Focus Standard:** Unit 1: Activity 1.12 (pp. 62–68); Unit 2: Activity 2.3 (pp. 110–118), 2.9 (pp. 134–136); Unit 3: Activity 3.5 (pp. 186–189), 3.10 (pp. 201–205); Unit 4: Activity 4.15 (pp. 324–325) Unit 1: Activity 1.3 (pp. 8–10), 1.5 (pp. 15–21), 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55); Unit 2: Activity 2.4 (pp. 119–121), 2.5 (pp. 122–124), 2.6 (pp. 125–129), 2.8 (pp. 132–133); Unit 3: Activity 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.12 (pp. 214–216), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.7 (pp. 282–287), 4.8 (pp. 288–295), Embedded Assessment (pp. 315–316), 4.13 (pp. 319–321), 4.14 (pp. 322–323), 4.16 (pp. 326–328), 4.19 (pp. 337–339)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Key Ideas and Details	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55); Unit 2: Activity 2.3 (pp. 110–118), 2.4 (pp. 119–121), 2.8 (pp. 132–133); Unit 3: Activity 3.10 (pp. 201–205); Unit 4: Activity 4.7 (pp. 282–287), 4.18 (pp. 333–336) Unit 1: Activity 1.2 (pp. 5–7), 1.5 (pp. 15–21), 1.8 (pp. 41–46), 1.12 (pp. 62–68); Unit 2: Activity 2.7 (pp. 130–131), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138); Unit 3: Activity 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.11 (pp. 206–213), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.8 (pp. 288–295)
Craft and Structure	RL.8.4	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. **(See grade 8 Language standards 4–6 for additional expectations.) CA**	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–7), 1.3 (pp. 8–10); Unit 2: Activity 2.5 (pp. 122–124); Unit 4: Activity 4.8 (pp. 288–295), 4.10 (pp. 304–307), Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.12 (pp. 62–68), 1.14 (pp. 75–83); Unit 2: Activity 2.3 (pp. 110–118), 2.4 (pp. 119–121), 2.6 (pp. 125–129), 2.7 (pp. 130–131), 2.8 (pp. 132–133), 2.9 (pp. 134–136), 3.5 (pp. 186–189), 3.6 (pp. 190–191), 3.10 (pp. 201–205), 3.11 (pp. 206–213), 3.12 (pp. 214–216); Unit 4: Activity 4.6 (pp. 277–281), 4.7 (pp. 282–287), 4.9 (pp. 296–303), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.14 (pp. 322–323), 4.15 (pp. 324–325), 4.16 (pp. 326–328), 4.18 (pp. 333–336)
	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**Focus Standard:** Unit 1: Activity 1.12 (pp. 62–68); Unit 3: Activity 3.4 (pp. 181–185), 3.12 (pp. 214–216) Unit 3: Activity 3.5 (pp. 186–189); Unit 4: Activity 4.3 (pp. 260–263)
	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**Focus Standard:** Unit 2: Activity 2.5 (pp. 122–124); 2.11 (pp. 141–146); Unit 4: Activity 4.8 (pp. 288–295), 4.15 (pp. 324–325), Embedded Assessment 2 (pp. 341–342) Unit 2: Activity 2.3 (pp. 110–118), 2.9 (pp. 134–136); Unit 3: Activity 3.5 (pp. 186–189); Unit 4: Activity 4.7 (pp. 282–287), Embedded Assessment (pp. 315–316)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Integration of Knowledge and Ideas	RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**Focus Standard:** Unit 1: Activity 1.5 (pp. 15–21); Unit 3: Activity 3.18 (pp. 237–239); Unit 4: Activity 4.19 (pp. 337–339), Embedded Assessment 2 (pp. 341–342)
	RL.8.8	(Not applicable to literature)	
	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**Focus Standard:** Unit 2: Activity 2.7 (pp. 130–131), 2.9 (pp. 134–136) Unit 1: Activity 1.5 (pp. 15–21); Unit 4: Activity 4.9 (pp. 296–303)
Range of Reading and Text Complexity	RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	**Focus Standard:** Unit 2: Activity 2.10 (139–140); Unit 4: Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.1 (p. 4), 1.2 (pp. 5–7), 1.3 (pp. 8–10), 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.14 (pp. 75–83); Unit 2: Activity 2.1 (pp. 102), 2.6 (pp. 125–129); Unit 3: Activity 3.1 (p. 172), 3.4 (pp. 181–185), 3.11 (pp. 206–213), Embedded Assessment 1 (pp. 217–218), 3.13 (pp. 219–220), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.1 (p. 250), 4.7 (pp. 282–287), 4.9 (pp. 296–303), Embedded Assessment (pp. 315–316), 4.12 (pp. 317–318), 4.15 (pp. 324–325), 4.18 (pp. 333–336), 4.19 (pp. 337–339)
		INFORMATIONAL TEXT	
Key Ideas and Details	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**Focus Standard:** Unit 1: Activity 1.16 (pp. 88–89); Unit 3: Activity 3.4 (pp. 181–185), 3.15 (pp. 223–227), 3.16 (pp. 229–231), 3.17 (pp. 232–236); Unit 4: Activity 4.4 (pp. 264–271) Unit 1: Activity 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.17 (pp. 90–96); Unit 2: Activity 2.2 (pp. 103–109), 2.6 (pp. 125–129), 2.10 (139–140), 2.12 (pp. 144–146), 2.13 (pp. 147–150), 2.15 (pp. 153–158), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.2 (pp. 173–176), 3.7 (pp. 192–194), 3.8 (pp. 195–197), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.2 (pp. 251–259), 4.3 (pp. 260–263), 4.5 (pp. 272–276), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.17 (pp. 329–332)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Key Ideas and Details	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	**Focus Standard:** Unit 1: Activity 1.13 (pp. 69–74); Unit 3: Activity 3.4 (pp. 181–185), 3.15 (pp. 223–227); Unit 4: Activity 4.2 (pp. 251–259) Unit 1: Activity 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109), 2.6 (pp. 125–129), 2.7 (pp. 130–131), 2.10 (139–140), 2.13 (pp. 147–150), 2.15 (pp. 153–158), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.7 (pp. 192–194), 3.8 (pp. 195–197), 3.17 (pp. 232–236), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.5 (pp. 272–276), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.17 (pp. 329–332)
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Focus Standard:** Unit 1: Activity 1.13 (pp. 69–74), 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109) Unit 1: Activity 1.12 (pp. 62–68), 1.14 (pp. 75–83); Unit 2: Activity 2.10 (139–140); Unit 3: Activity 3.4 (pp. 181–185), 3.15 (pp. 223–227), 3.17 (pp. 232–236), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.2 (pp. 251–259), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316)
Craft and Structure	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**	**Focus Standard:** Unit 4: Activity 4.6 (pp. 277–281) Unit 1: Activity 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.16 (pp. 88–89); Unit 2: Activity 2.2 (pp. 103–109), 2.12 (pp. 144–146), 2.13 (pp. 147–150), 2.15 (pp. 153–158), 2.16 (pp. 159–162); Unit 3: Activity 3.4 (pp. 181–185), 3.6 (pp. 190–191), 3.15 (pp. 223–227), 3.16 (pp. 229–231), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.2 (pp. 251–259), 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.5 (pp. 272–276), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.17 (pp. 329–332)
	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**Focus Standard:** Unit 2: Activity 2.10 (139–140) Unit 1: Activity 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109), 2.13 (pp. 147–150); Unit 3: Activity 3.4 (pp. 181–185), 3.15 (pp. 223–227), 3.19 (pp. 240–244), 4.5 (pp. 272–276), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Craft and Structure	**RI.8.5a**	**Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA**	**Focus Standard:** Unit 3: Activity 3.14 (pp. 221–222), 3.16 (pp. 229–231) Unit 3: Activity 3.17 (pp. 232–236)
	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Focus Standard:** Unit 2: Activity 2.10 (139–140) Unit 1: Activity 1.12 (pp. 62–68); Unit 3: Activity 3.4 (pp. 181–185), 3.15 (pp. 223–227), 3.16 (pp. 229–231), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.2 (pp. 251–259), 4.5 (pp. 272–276)
Integration of Knowledge and Ideas	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Focus Standard:** Unit 3: Activity 3.14 (pp. 221–222) Unit 3: Activity 3.16 (pp. 228–231), Activity 3.17 (pp. 232–236), Activity 3.18 (pp. 237–239)
	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**Focus Standard:** Unit 2: Activity 2.13 (pp. 147–150), 2.14 (pp. 151–152); Unit 3: Activity 3.19 (pp. 240–244) Unit 2: Activity 2.16 (pp. 159–162); Unit 3: Activity 3.15 (pp. 223–227), 3.18 (pp. 237–239); Unit 4: Activity 4.2 (pp. 251–259)
	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Unit 2: Activity 2.16 (pp. 159–162) Workshops: Writing Workshop 2 (pp. 15–24) Close Reading Workshop 2 (pp. 17–36)
Range of Reading and Text Complexity	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	**Focus Standard:** Unit 1: Activity 1.16 (pp. 88–89) Unit 1: Activity 1.10 (pp. 58–59), 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109), 2.13 (pp. 147–150), 2.15 (pp. 153–158), 2.16 (pp. 159–162); Unit 3: Activity 3.1 (p. 172), 3.4 (pp. 181–185), 3.13 (pp. 219–220); Unit 4: Activity 4.1 (p. 250), 4.2 (pp. 251–259), 4.5 (pp. 272–276)
		WRITING	
Text Types and Purposes	W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	**Focus Standard:** Unit 2: Activity 2.14 (pp. 151–152), Embedded Assessment 2 (pp. 167–168); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 2: Activity 2.12 (pp. 144–146), 2.13 (pp. 147–150), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.15 (pp. 223–227), 3.17 (pp. 232–236)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**Focus Standard:** Unit 2: Activity 2.14 (pp. 151–152), Embedded Assessment 2 (pp. 167–168); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 2: Activity 2.12 (pp. 144–146), 2.13 (pp. 147–150), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.15 (pp. 223–227), 3.17 (pp. 232–236)
	W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**Focus Standard:** Unit 2: Activity 2.13 (pp. 147–150), Embedded Assessment 2 (pp. 167–168); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 2: Activity 2.12 (pp. 144–146), 2.15 (pp. 153–158), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.15 (pp. 223–227)
	W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 167–168); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 2: Activity 2.17 (pp. 163–166)
	W.8.1d	Establish and maintain a formal style.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 167–168) Unit 2: Activity 2.17 (pp. 163–166); Unit 3: Activity 3.17 (pp. 232–236)
	W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.	**Focus Standard:** Unit 2: Embedded Assessment 2 (pp. 167–168); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 2: Activity 2.17 (pp. 163–166)
	W.8.2	Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**	**Focus Standard:** Unit 1: Activity 1.4 (pp. 11–14), 1.17 (pp. 90–96); Unit 2: Activity 2.2 (pp. 103–109); Unit 4: Activity 4.3 (pp. 260–263), 4.5 (pp. 272–276), 4.11 (pp. 308–314) Unit 3: Activity 3.3 (pp. 177–180)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.8.2a	Introduce a topic **or thesis statement** 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. **CA**	**Focus Standard:** Unit 1: Activity 1.17 (pp. 90–96), Embedded Assessment 2 ; Unit 2: Activity 2.2 (pp. 103–109), Embedded Assessment 1 (pp. 137–138); Unit 4: Activity 4.3 (pp. 260–263), 4.5 (pp. 272–276), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316) Unit 1: Activity 1.4 (pp. 11–14), 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.16 (pp. 88–89); Unit 2: Activity 2.3 (pp. 110–118), 2.4 (pp. 119–121), 2.5 (pp. 122–124), 2.7 (pp. 130–131), 2.9 (pp. 134–136), 2.10 (139–140); Unit 3: Activity 3.5 (pp. 186–189), 3.7 (pp. 192–194), 3.9 (pp. 198–200), 3.10 (pp. 201–205), 3.11 (pp. 206–213), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.2 (pp. 251–259), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.10 (pp. 304–307)
	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**Focus Standard:** Unit 1: Activity 1.15 (pp. 84–87), Embedded Assessment 2 ; Unit 2: Activity 2.3 (pp. 110–118), Embedded Assessment 1 (pp. 137–138); Unit 4: Embedded Assessment (pp. 315–316) Unit 1: Activity 1.4 (pp. 11–14), 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.16 (pp. 88–89), 1.17 (pp. 90–96); Unit 2: Activity 2.2 (pp. 103–109), 2.4 (pp. 119–121), 2.5 (pp. 122–124), 2.7 (pp. 130–131), 2.9 (pp. 134–136), 2.10 (139–140); Unit 3: Activity 3.5 (pp. 186–189), 3.7 (pp. 192–194), 3.9 (pp. 198–200), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.2 (pp. 251–259), 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.10 (pp. 304–307), 4.11 (pp. 308–314)
	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**Focus Standard:** Unit 1: Activity 1.15 (pp. 84–87), Embedded Assessment 2 ; Unit 2: Activity 2.7 (pp. 130–131), Embedded Assessment 1 (pp. 137–138); Unit 4: Activity 4.6 (pp. 277–281), Embedded Assessment (pp. 315–316) Unit 1: Activity 1.13 (pp. 69–74), 1.16 (pp. 88–89); Unit 2: Activity 2.2 (pp. 103–109); Unit 3: Activity 3.7 (pp. 192–194), 3.11 (pp. 206–213); Unit 4: Activity 4.5 (pp. 272–276), 4.8 (pp. 288–295), 4.10 (pp. 304–307), 4.11 (pp. 308–314)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Focus Standard:** Unit 1: Embedded Assessment 2; Unit 2: Embedded Assessment 1 (pp. 137–138); Unit 4: Activity 4.2 (pp. 251–259), 4.5 (pp. 272–276), Embedded Assessment (pp. 315–316) Unit 1: Activity 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.17 (pp. 90–96); Unit 3: Embedded Assessment 1 (pp. 217–218); Unit 4: = Activity 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.10 (pp. 304–307)
	W.8.2e	Establish and maintain a formal style.	**Focus Standard:** Unit 1: Embedded Assessment 2 ; Unit 2: Embedded Assessment 1 (pp. 137–138); Unit 4: Embedded Assessment (pp. 315–316) Unit 1: Activity 1.14 (pp. 75–83), 1.17 (pp. 90–96); Unit 3: Activity 3.5 (pp. 186–189), 3.7 (pp. 192–194), 3.9 (pp. 198–200), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.5 (pp. 272–276), 4.6 (pp. 277–281), 4.8 (pp. 288–295)
	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	**Focus Standard:** Unit 1: Activity 1.17 (pp. 90–96), Embedded Assessment 2; Unit 2: Embedded Assessment 1 (pp. 137–138); Unit 4: Embedded Assessment (pp. 315–316) Unit 3: Activity 3.7 (pp. 192–194), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.11 (pp. 308–314)
	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40); Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.4 (pp. 264–271)
	W.8.3a	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.	**Focus Standard:** Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40), Embedded Assessment 1 (pp. 56–57); Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.4 (pp. 264–271) Unit 1: Activity 1.9 (pp. 47–55); Unit 4: Activity 4.13 (pp. 319–321)
	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	**Focus Standard:** Unit 1: Embedded Assessment 1 (pp. 56–57), 1.16 (pp. 88–89) Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55); Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.13 (pp. 319–321)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Text Types and Purposes	W.8.3c	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.	**Focus Standard:** Unit 1: Embedded Assessment 1 (pp. 56–57) Unit 1: Activity 1.7 (pp. 31–40), 1.9 (pp. 47–55); Unit 3: Activity 3.8 (pp. 195–197)
	W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**Focus Standard:** Unit 1: Activity 1.3 (pp. 8–10), 1.6 (pp. 22–30), 1.7 (pp. 31–40), Embedded Assessment 1 (pp. 56–57) Unit 1: Activity 1.9 (pp. 47–55); Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.13 (pp. 319–321)
	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.	**Focus Standard:** Unit 1: Activity 1.9 (pp. 47–55), Embedded Assessment 1 (pp. 56–57) Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.4 (pp. 264–271)
Production and Distribution of Writing	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**Focus Standard:** Unit 1: Activity 1.17 (pp. 90–96); Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 1: Activity 1.6 (pp. 22–30), 1.7 (pp. 31–40), 1.9 (pp. 47–55), Embedded Assessment 1 (pp. 56–57), 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.15 (pp. 84–87), Embedded Assessment 2 ; Unit 2: Activity 2.4 (pp. 119–121), 2.5 (pp. 122–124), 2.7 (pp. 130–131), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.10 (139–140), 2.15 (pp. 153–158), 2.17 (pp. 163–166), Embedded Assessment 2 (pp. 167–168): Unit 3: Activity 3.10 (pp. 201–205), Embedded Assessment 1 (pp. 217–218), 3.17 (pp. 232–236), 3.18 (pp. 237–239); Unit 4: Activity 4.2 (pp. 251–259), 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.5 (pp. 272–276), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.10 (pp. 304–307), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.13 (pp. 319–321)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Production and Distribution of Writing	W.8.5	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	**Focus Standard:** Unit 1: Activity 1.8 (pp. 41–46) Unit 1: Activity 1.3 (pp. 8–10), 1.9 (pp. 47–55), Embedded Assessment 1 (pp. 56–57), 1.13 (pp. 69–74), 1.15 (pp. 84–87), 1.17 (pp. 90–96), Embedded Assessment 2; Unit 2: Activity 2.2 (pp. 103–109), 2.5 (pp. 122–124), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.10 (139–140), 2.17 (pp. 163–166), Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.8 (pp. 195–197), 3.9 (pp. 198–200), 3.10 (pp. 201–205), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.2 (pp. 251–259), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.10 (pp. 304–307), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.13 (pp. 319–321), 4.16 (pp. 326–328)
	W.8.6	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.	**Focus Standard:** Unit 3: Embedded Assessment 2 (pp. 245–246) Unit 1: Embedded Assessment 1 (pp. 56–57); Unit 2 Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.17 (pp. 232–236), 3.18 (pp. 237–239); Unit 4: Embedded Assessment (pp. 315–316)
Research to Build and Present Knowledge	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**Focus Standard:** Unit 2: Activity 2.15 (pp. 153–158), 2.16 (pp. 159–162); Unit 3: Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.13 (pp. 319–321) Unit 1: Activity 1.13 (pp. 69–74), Embedded Assessment 2 ; Unit 2: Activity 2.17 (pp. 163–166), Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.6 (pp. 190–191), 3.7 (pp. 192–194), 3.8 (pp. 195–197), 3.16 (pp. 229–231), 3.19 (pp. 240–244)
	W.8.8	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.	**Focus Standard:** Unit 2: Activity 2.15 (pp. 153–158), 2.16 (pp. 159–162); Unit 3: Activity 3.18 (pp. 237–239), Embedded Assessment 2 (pp. 245–246) Unit 1: Activity 1.15 (pp. 84–87), Embedded Assessment 2 ; Unit 2: Embedded Assessment 1 (pp. 137–138), 2.13 (pp. 147–150), 2.17 (pp. 163–166), Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.7 (pp. 192–194), 3.14 (pp. 221–222), 3.15 (pp. 223–227), 3.17 (pp. 232–236)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Research to Build and Present Knowledge	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Focus Standard:** Unit 1: Activity 1.14 (pp. 75–83); Unit 2: Activity 2.9 (pp. 134–136); Unit 3: Activity 3.11 (pp. 206–213), 3.12 (pp. 214–216); Unit 4: Activity 4.3 (pp. 260–263), 4.8 (pp. 288–295), 4.11 (pp. 308–314) Unit 2: Activity 2.3 (pp. 110–118), 2.5 (pp. 122–124), 2.6 (pp. 125–129), Embedded Assessment 1 (pp. 137–138), 2.16 (pp. 159–162), Embedded Assessment 2 (pp. 167–168)
	W.8.9a	Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	**Focus Standard:** Unit 1: Activity 1.14 (pp. 75–83); Unit 2: Activity 2.9 (pp. 134–136); Unit 3: Activity 3.11 (pp. 206–213); Unit 4: Activity 4.3 (pp. 260–263), 4.8 (pp. 288–295), 4.11 (pp. 308–314) Unit 1: Embedded Assessment 2; Unit 3: Activity 3.5 (pp. 186–189), 3.10 (pp. 201–205), 3.12 (pp. 214–216), 3.15 (pp. 223–227); Unit 4: Activity 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.10 (pp. 304–307), Embedded Assessment (pp. 315–316)
	W.8.9b	Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	**Focus Standard:** Unit 1: Activity 1.14 (pp. 75–83); Unit 3: Activity 3.12 (pp. 214–216) Unit 1: Embedded Assessment 2; Unit 3: Activity 3.5 (pp. 186–189); Unit 4: Activity 4.2 (pp. 251–259), 4.5 (pp. 272–276), Embedded Assessment (pp. 315–316)
Range of Writing	W.8.10	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.	**Focus Standard:** Unit 2: Activity 2.10 (139–140); Unit 4: Activity 4.12 (pp. 317–318) Unit 1: Activity 1.2 (pp. 5–7), 1.3 (pp. 8–10), 1.4 (pp. 11–14), 1.6 (pp. 22–30), 1.8 (pp. 41–46), Embedded Assessment 1 (pp. 56–57), 1.12 (pp. 62–68), 1.13 (pp. 69–74), 1.14 (pp. 75–83), 1.16 (pp. 88–89), Embedded Assessment 2; Unit 2: Activity 2.2 (pp. 103–109), Activity 2.3 (pp. 110–118), 2.4 (pp. 119–121), 2.6 (pp. 125–129), 2.8 (pp. 132–133), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.14 (pp. 151–152), 2.15 (pp. 153–158), 2.17 (pp. 163–166), Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.8 (pp. 195–197), 3.9 (pp. 198–200), 3.11 (pp. 206–213), 3.12 (pp. 214–216), Unit 3: Embedded Assessment 1 (pp. 217–218),

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Range of Writing			3.13 (pp. 219–220), 3.14 (pp. 221–222), 3.17 (pp. 232–236), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.2 (pp. 251–259), 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.7 (pp. 282–287), 4.9 (pp. 296–303), Embedded Assessment (pp. 315–316), 4.13 (pp. 319–321), 4.14 (pp. 322–323), 4.15 (pp. 324–325), 4.16 (pp. 326–328), 4.17 (pp. 329–332), 4.18 (pp. 333–336), 4.19 (pp. 337–339), 4.20 (p. 340)
		SPEAKING AND LISTENING	
Comprehension and Collaboration	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.	**Focus Standard:** Unit 1: Activity 1.2 (pp. 5–7); Unit 2: Activity 2.6 (pp. 125–129), 2.8 (pp. 132–133); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.9 (pp. 198–200), 3.11 (pp. 206–213); Unit 4: Activity 4.5 (pp. 272–276) Unit 2: Activity 2.1 (pp. 102)
	SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**Focus Standard:** Unit 2: Activity 2.6 (pp. 125–129), 2.8 (pp. 132–133); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.5 (pp. 186–189), 3.9 (pp. 198–200), 3.11 (pp. 206–213), Embedded Assessment 1 (pp. 217–218); Unit 4: Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.2 (pp. 5–7), 1.8 (pp. 41–46); Unit 2: Activity 2.4 (pp. 119–121), 2.12 (pp. 144–146), 2.17 (pp. 163–166); Unit 3: Activity 3.4 (pp. 181–185), 3.6 (pp. 190–191), 3.7 (pp. 192–194), 3.8 (pp. 195–197), 3.10 (pp. 201–205), 3.15 (pp. 223–227), 3.16 (pp. 229–231), 3.17 (pp. 232–236), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.4 (pp. 264–271), 4.5 (pp. 272–276), 4.7 (pp. 282–287), 4.9 (pp. 296–303), 4.10 (pp. 304–307), Embedded Assessment (pp. 315–316), 4.14 (pp. 322–323), 4.15 (pp. 324–325), 4.16 (pp. 326–328), 4.17 (pp. 329–332), 4.18 (pp. 333–336), 4.20 (p. 340)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Comprehension and Collaboration	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	**Focus Standard:** Unit 2: Activity 2.6 (pp. 125–129), 2.10 (139–140), 2.17 (pp. 163–166); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.16 (pp. 326–328), 4.18 (pp. 333–336), Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.8 (pp. 41–46); Unit 2: Activity 2.12 (pp. 144–146); Unit 3: Activity 3.4 (pp. 181–185), 3.6 (pp. 190–191), 3.9 (pp. 198–200), 3.11 (pp. 206–213), 3.14 (pp. 221–222), 3.15 (pp. 223–227); Unit 4: Activity 4.5 (pp. 272–276), 4.8 (pp. 288–295), Embedded Assessment (pp. 315–316)
	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	**Focus Standard:** Unit 2: Activity 2.17 (pp. 163–166); Unit 3: Embedded Assessment 1 (pp. 217–218) Unit 1: Activity 1.8 (pp. 41–46); Unit 2: Activity 2.6 (pp. 125–129), 2.12 (pp. 144–146); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.9 (pp. 198–200), 3.15 (pp. 223–227), 3.16 (pp. 229–231); Unit 4: Activity 4.5 (pp. 272–276), 4.9 (pp. 296–303), 4.9 (pp. 296–303), Embedded Assessment (pp. 315–316), 4.17 (pp. 329–332), Embedded Assessment 2 (pp. 341–342)
	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**Focus Standard:** Unit 2: Activity 2.17 (pp. 163–166); Unit 3: Embedded Assessment 1 (pp. 217–218) Unit 1: Activity 1.8 (pp. 41–46); Unit 2: Activity 2.6 (pp. 125–129); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.16 (pp. 229–231), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.18 (pp. 333–336), 4.20 (p. 340), Embedded Assessment 2 (pp. 341–342)
	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**Focus Standard:** Unit 3: Activity 3.14 (pp. 221–222), 3.16 (pp. 229–231), 3.17 (pp. 232–236), 3.18 (pp. 237–239) Unit 1: Activity 1.4 (pp. 11–14); Unit 2: Activity 2.12 (pp. 144–146); Unit 3: Activity 3.9 (pp. 198–200), 3.15 (pp. 223–227), 3.19 (pp. 240–244), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.4 (pp. 264–271), 4.9 (pp. 296–303)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Comprehension and Collaboration	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**Focus Standard:** Unit 2: Activity 2.12 (pp. 144–146); Unit 3: Embedded Assessment 1 (pp. 217–218), 3.15 (pp. 223–227) Unit 3: Activity 3.7 (pp. 192–194), 3.11 (pp. 206–213), Embedded Assessment 2 (pp. 245–246)
Presentation of Knowledge and Ideas	SL.8.4	Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, 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. **CA**	**Focus Standard:** Unit 2: Activity 2.12 (pp. 144–146); Unit 3: Activity 3.7 (pp. 192–194), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.20 (p. 340) Unit 1: Activity 1.2 (pp. 5–7), 1.11 (pp.60–61); Unit 3: Activity 3.8 (pp. 195–197), 3.9 (pp. 198–200), 3.11 (pp. 206–213), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.18 (pp. 333–336), Embedded Assessment 2 (pp. 341–342)
	SL.8.4a	**Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**	**Focus Standard:** Unit 1: Embedded Assessment 1 (pp. 56–57) Unit 2: Activity 2.4 (pp. 119–121), Embedded Assessment 2 (pp. 245–246)
	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**Focus Standard:** Unit 4: Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.2 (pp. 5–7); Unit 3: Activity 3.15 (pp. 223–227), 3.18 (pp. 237–239), Embedded Assessment 2 (pp. 245–246); Unit 4: Activity 4.18 (pp. 333–336)
	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	**Focus Standard:** Unit 3: Activity 3.12 (pp. 214–216), Embedded Assessment 1 (pp. 217–218); Unit 4: Activity 4.14 (pp. 322–323), 4.16 (pp. 326–328), 4.17 (pp. 329–332), 4.20 (p. 340), Embedded Assessment 2 (pp. 341–342) Unit 1: Activity 1.2 (pp. 5–7), Activity 1.11 (pp. 60–61); Unit 2: Activity 2.6 (pp. 125–129), 2.8 (pp. 132–133), 2.12 (pp. 144–146), 2.13 (pp. 147–150); Unit 3: Activity 3.2 (pp. 173–176), 3.5 (pp. 186–189), 3.8 (pp. 195–197), 3.9 (pp. 198–200), 3.11 (pp. 206–213), 3.15 (pp. 223–227), 3.16 (pp. 229–231), Embedded Assessment 2 (pp. 245–246);

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Presentation of Knowledge and Ideas			Unit 4: Activity 4.3 (pp. 260–263), 4.4 (pp. 264–271), 4.5 (pp. 272–276), 4.7 (pp. 282–287), 4.9 (pp. 296–303), 4.10 (pp. 304–307), 4.15 (pp. 324–325), 4.16 (pp. 326–328), 4.18 (pp. 333–336)
		LANGUAGE	
Conventions of Standard English	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Focus Standard:** Unit 4: Activity 4.4 (pp. 264–271) Unit 1: Activity 1.8 (pp. 41–46), 1.9 (p. 48), Embedded Assessment 1 (pp. 56–57), Embedded Assessment 2 (pp. 97–98), 1.12 (p. 65); Unit 2: Activity 2.3 (p. 117), Embedded Assessment 1 (pp. 137–138), Embedded Assessment 2 (pp. 167–168); Unit 4: Embedded Assessment 1 (pp. 315–316)
	L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**Focus Standard:** Unit 4: Activity 4.4 (pp. 264–271) Unit 3: Activity 3.14 (pp. 221–222), 3.16 (pp. 229–231); Unit 4: Activity 4.2 (pp. 251–259), 4.8 (pp. 288–295), 4.9 (pp. 296–303), 4.10 (pp. 304–307), Embedded Assessment (pp. 315–316)
	L.8.1b	Form and use verbs in the active and passive voice.	**Focus Standard:** Unit 3: Activity 3.8 (pp. 195–197) Unit 2: Activity 2.3 (pp. 110–118), 2.7 (pp. 130–131), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.13 (pp. 147–150), 2.17 (pp. 163–166); Unit 3: Activity 3.10 (pp. 201–205)
	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Unit 1: Activity 1.8 (pp. 41–46), Embedded Assessment 1 (pp. 56–57); Unit 2: Activity 2.2 (pp. 103–109), 2.5 (pp. 122–124), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.17 (pp. 163–166); Unit 3: Activity 3.8 (pp. 195–197), 3.10 (pp. 201–205), 3.15 (pp. 223–227), Embedded Assessment 2 (pp. 245–246)
	L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	Unit 1: Activity 1.8 (pp. 41–46); Unit 2 Activity 2.17 (pp. 163–166); Unit 3: Activity 3.8 (pp. 195–197); Unit 4: Activity 4.6 (pp. 277–281)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Conventions of Standard English	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: Activity 1.8 (pp. 41–46), Embedded Assessment 1 (pp. 56–57), Embedded Assessment 2 (pp. 97–98); Unit 2: Embedded Assessment 1 (pp. 137–138), Activity 2.13 (pp. 147–150), Embedded Assessment 2 (pp. 167–168); Unit 3: Activity 3.10 (pp. 201–205); Unit 4: Embedded Assessment (pp. 315–316)
	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Unit 1: Activity 1.5 (p. 15); Unit 2: Activity 2.3 (pp. 110–118); Unit 3: Activity 3.10 (pp. 201–205); Unit 4: Activity 4.14 (pp. 322– 23), Activity 4.14 (p. 325), 4.16 (pp. 326–328)
	L.8.2b	Use an ellipsis to indicate an omission.	Unit 2: Activity 2.3 (p. 117), 2.13 (pp. 147–150); Unit 3: Activity 3.10 (pp. 201–205)
	L.8.2c	Spell correctly.	Unit 1: Activity 1.8 (pp. 41–46), Embedded Assessment 1 (pp. 56–57), Embedded Assessment 2 (pp. 97–98); Unit 2: Embedded Assessment 1 (pp. 137–138), Embedded Assessment 2 (pp. 167–168); Unit 4: Embedded Assessment (pp. 315–316)
Knowledge of Language	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 2: Activity 2.3 (pp. 110–118), 2.5 (pp. 122–124), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.13 (pp. 147–150), 2.17 (pp. 163–166); Unit 3: Activity 3.8 (pp. 195–197), 3.10 (pp. 201–205), 3.15 (pp. 223–227), Embedded Assessment 2 (pp. 245–246)
	L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Unit 2: Activity 2.3 (pp. 110–118), 2.5 (pp. 122–124), 2.9 (pp. 134–136), Embedded Assessment 1 (pp. 137–138), 2.13 (pp. 147–150), 2.17 (pp. 163–166); Unit 3: Activity 3.8 (pp. 195–197), 3.10 (pp. 201–205), 3.15 (pp. 223–227), Embedded Assessment 2 (pp. 245–246)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Vocabulary Acquisition and Use	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	**Focus Standard:** Unit 3: Activity 3.6 (pp. 190–191); Unit 4: Activity 4.14 (pp. 322–323) Unit 1: Activity 1.6 (pp. 22–30), Activity 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.12 (pp. 62–68), 1.15 (pp. 84–87), 1.17 (pp. 90–96); Unit 2: Activity 2.2 (pp. 103–109), 2.3 (pp. 110–118), 2.7 (pp. 130–131), 2.6 (pp. 125–129), 2.7 (pp. 130–131), 2.8 (pp. 132–133), 2.9 (pp. 134–136); Unit 3: Activity 3.6 (pp. 190–191); Unit 4: Activity 4.7 (pp. 282–287), 4.15 (pp. 324–325), 4.16 (pp. 326–328), Embedded Assessment 2 (pp. 341–342)
	L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Focus Standard:** Unit 4: Activity 4.14 (pp. 322–323) Unit 1: Activity 1.6 (pp. 22–30), 1.12 (pp. 62–68); Unit 2: Activity 2.6 (pp. 125–129), 2.7 (pp. 130–131), 2.8 (pp. 132–133), 2.9 (pp. 134–136); Unit 3: Activity 3.6 (pp. 190–191); Unit 4: Activity 4.7 (pp. 282–287), 4.15 (pp. 324–325), 4.16 (pp. 326–328)
	L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	Unit 1: Activity 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.15 (pp. 84–87), 1.17 (pp. 90–96); Unit 2: Activity 2.3 (pp. 110–118), 2.7 (pp. 130–131); Unit 3: Activity 3.2 (pp. 173–176), 3.4 (pp. 181–185), 3.6 (pp. 190–191), 3.8 (pp. 195–197); Unit 4: Activity 4.4 (pp. 264–271)
	L.8.4c	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 **or trace the etymology of words. CA**	**Focus Standard:** Unit 3: Activity 3.6 (pp. 190–191) Unit 1: Activity 1.6 (pp. 22–30), 1.11 (pp. 60–61); Unit 2: Activity 2.2 (pp. 103–109); Unit 4: Activity 4.15 (pp. 324–325), 4.16 (pp. 326–328), Embedded Assessment 2 (pp. 341–342)
	L.8.4d	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).	Unit 1: Activity 1.11 (pp. 60–61); Unit 2: Activity 2.2 (pp. 103–109); Unit 3: Activity 3.6 (pp. 190–191); Unit 4: Activity 4.15 (pp. 324–325), 4.16 (pp. 326–328)
	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Focus Standard:** Unit 4: Activity 4.9 (pp. 296–303), 4.10 (pp. 304–307) Unit 1: Activity 1.3 (pp. 8–10), 1.12 (p. 63), 1.13 (p. 74); Unit 4: Activity 4.2 (pp. 251–259), 4.4 (pp. 264–271)

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	STANDARD CODE	STANDARD	WHERE ADDRESSED
Vocabulary Acquisition and Use	L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context.	**Focus Standard:** Unit 4: Activity 4.9 (pp. 296–303), 4.10 (pp. 304–307) Unit 1: Activity 1.12 (pp. 62–68), 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109), 2.3 (pp. 110–118); Unit 3: Activity 3.2 (pp. 173–176); Unit 4: Activity 4.5 (pp. 272–276), 4.6 (pp. 277–281), 4.8 (pp. 288–295), 4.11 (pp. 308–314), Embedded Assessment (pp. 315–316), 4.16 (pp. 326–328), Embedded Assessment 2 (pp. 341–342)
	L.8.5b	Use the relationship between particular words to better understand each of the words.	**Focus Standard:** Unit 1: Activity 1.11 (pp. 60–61) Unit 1: Activity 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109); Unit 3: Activity 3.2 (pp. 173–176), 3.13 (pp. 219–220); Unit 4: Activity 4.2 (pp. 251–259), 4.6 (pp. 277–281)
	L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	**Focus Standard:** Unit 1: Activity 1.11 (pp. 60–61); Unit 4: Activity 4.2 (pp. 251–259) Unit 1: Activity 1.13 (pp. 69–74), 1.14 (pp. 75–83); Unit 2: Activity 2.2 (pp. 103–109); Unit 3: Activity 3.6 (pp. 190–191); Unit 4: Activity 4.6 (pp. 277–281)
Vocabulary Acquisition and Use	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**Focus Standard:** Unit 1: Activity 1.1 (p. 4), 1.4 (pp. 11–14), 1.10 (pp. 58–59), 1.13 (pp. 69–74); Unit 2: Activity 2.1 (pp. 102), 2.10 (139–140); Unit 3: Activity 3.1 (p. 172), 3.13 (pp. 219–220); Unit 4: Activity 4.1 (p. 250), 4.3 (pp. 260–263), 4.12 (pp. 317–318) Unit 1: Activity 1.3 (pp. 8–10), 1.5 (pp. 15–21), 1.7 (pp. 31–40), 1.9 (pp. 47–55), 1.11 (pp. 60–61), 1.12 (pp. 62–68), 1.14 (pp. 75–83), 1.15 (pp. 84–87), 1.17 (pp. 90–96); Unit 2: Activity 2.2 (pp. 103–109), 2.3 (pp. 110–118), 2.4 (pp. 119–121), 2.5 (pp. 122–124), 2.6 (pp. 125–129), 2.12 (pp. 144–146), 2.13 (pp. 147–150), 2.14 (pp. 151–152), 2.15 (pp. 153–158), 2.16 (pp. 159–162), 2.17 (pp. 163–166); Unit 3: Activity 3.2 (pp. 173–176), 3.3 (pp. 177–180), 3.4 (pp. 181–185), 3.5 (pp. 186–189), 3.6 (pp. 190–191), 3.8 (pp. 195–197), 3.10 (pp. 201–205), 3.12 (pp. 214–216), 3.14 (pp. 221–222), 3.15 (pp. 223–227), 3.16 (pp. 229–231), 3.18 (pp. 237–239), 3.19 (pp. 240–244); Unit 4: Activity 4.2 (pp. 251–259), 4.4 (pp. 264–271), 4.6 (pp. 277–281), 4.7 (pp. 282–287), 4.8 (pp. 288–295), 4.9 (pp. 296–303), 4.10 (pp. 304–307), 4.13 (pp. 319–321), 4.14 (pp. 322–323), 4.15 (pp. 324–325)

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