

TPSD 6th Syllabus
2nd 9 Weeks

Unit 5: Understanding Past Civilizations

Unit Summary: To further explore the unit concept of Space and Time, the students will read, write, and talk about how focusing on the future can help us imagine future homes as well as why it is important to understand civilization of the past such as ancient Egypt. The skills for this unit are compare and contrast, story structure, graphic sources, summarizing, and subject-verb agreement.

College and Career Readiness Standards for ELA

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

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.

RL.6.6 Explain how an author develops the point of view of the narrator

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.

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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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.

Academic Vocabulary/Words to Understand:

analyze, explicit, inference, textual evidence, generalizations, accurate, concepts, illustrated, elaborated, examples, anecdotes

Note-This is NOT an all inclusive list of skills and terms.

Unit 6: Challenges and Obstacles

Unit Summary: To begin exploring the unit concept of Challenges and Obstacles, this week, students will read, write, and talk about challenges people have faced and overcome along with what they have learned about themselves in doing so. The advanced classes will read the novel, *Hatchet*, and learn about sequencing and using background knowledge along with predicting and setting a purpose for reading. The general classes will read the excerpt of "Hatchet" focusing on sequencing and using the background knowledge to further learning. They will also read, "Learning to Swim" focusing on the skills of sequencing, predicting, and setting a purpose for reading.

College and Career Readiness Standards for ELA

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

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.

RL.6.6 Explain how an author develops the point of view of the narrator

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.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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.

Academic Vocabulary/Words to Understand: Analysis, Bias, Bibliographic, Coherent, Conventions, Convey, Cite, Credible, cues, Elaborate, explanatory text, Explicitly, figurative/connotative, formal voice, Greek/Latin affixes, Implied, Inference, Inquiry, Informational text, Interpret, Multimedia, multiple meaning words, Paraphrase, Perceive, Plagiarism, point of view,

Note-This is NOT an all inclusive list of skills and terms.

Unit 7: What About Obstacles in Your Life

Unit Summary: During this unit, students will explore challenges and obstacles through literature. Students will practice the skills generalize and draw conclusions. Students will also practice the making visualizations and using story structure to aide in comprehension.

College and Career Readiness Standards

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.6.9

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.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.

Academic Vocabulary/Words to Understand:

Analysis, Bias, Bibliographic, Coherent, Conventions, Convey, Cite, Credible, cues, Elaborate, explanatory text, Explicitly, figurative/connotative, formal voice, Greek/Latin affixes, Implied, Inference, Inquiry, Informational text, Interpret, Multimedia, multiple meaning words, Paraphrase, Perceive, Plagiarism, point of view, preliminary determination, primary/ secondary sources, Vague, Significance, Thesis, Nuances, relevant evidence, Rubric, Pronouns, Debate, Argument, Position, Claims/counterclaims, Reasons/evidence, Rebuttal

Note-This is NOT an all inclusive list of skills and terms.

Unit 8: Discovering People and Cold Places

Unit Summary: To further explore the unit of challenges and obstacles, the first week students will read, write, and talk about how our determination affects our ability to succeed. To explore the unit concept of Explorers, Pioneers, and Discoverers, the second week students will read, write, and talk about exploration of the Arctic and Antarctic. The students will practice and master the skills of making generalizations and questioning for research. Students will also analyze text features and structures to better understand expository text and practice writing narrative poetry.

College and Career Readiness Standards

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

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.

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.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

Academic Vocabulary/Words to Understand:

Analysis, Bias, Bibliographic, Coherent, Conventions, Convey, Cite, Credible, Cues, Elaborate, explanatory text, Explicitly, figurative/connotative, formal voice, Greek/Latin Affixes, Implied, Inference, Inquiry, Informational text, Interpret, Multimedia, Multiple Meaning Words, Paraphrase, Perceive, Plagiarism, Point of View, Preliminary Determination, Primary/ Secondary Sources, Vague, Significance, Thesis, Nuances, Relevant Evidence, Rubric, Pronouns, Verbs

Note-This is NOT an all inclusive list of skills and terms.

TPSD 7th Grade ELA Syllabus
2nd 9 Weeks

Unit 5: What We Should Learn

Unit Summary:

The text in this unit explores the topic of what we need to learn. As students read about different explorations and investigations, they will discuss what learning new things can mean to them and to society as a whole.

College and Career Readiness Standards

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.

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.

RL.7.3 - Analyze how particular elements of a story or drama interact. **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 on a specific verse or stanza of a poem or section of a story or drama.

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.

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.

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).

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.

Academic Vocabulary/Words to Understand:

Analyze, conclude, generate, media, reaction, symphony, argument, claim, counterclaim, rebuttal, delineate, dialogue, evaluate, figurative, supporting idea, tone, mood, author's purpose, transitions, cohesion, organizational structure, formal style, debatable, credible source, point of view, dramatic irony, verbal irony, situational irony

Note-This is NOT an all inclusive list of skills and terms.

Unit 6: Making Sport of Tradition

Unit Summary:

In this unit students will explore things that people learn every day and in special situations. The unit will help students make connections in situations of things they should be learning throughout their lives.

College and Career Readiness Standards

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.

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.

RL.7.3 - Analyze how particular elements of a story or drama interact.

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 on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 - Analyze how a drama's or poem's form or structure contributes to its meaning.

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.

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.

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).

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.

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

Academic Vocabulary/Words to Understand:

Community, culture, graphic, opposition, reflect, telescope, Cite, textual evidence, analyze, inference, explicit, theme, objective summary, central idea, opinion, dialogue, figurative language, denotative meaning, literal language, connotative meaning, supporting idea, connection, distinction, tone, mood, author's purpose, transitions, cohesion, organizational structure, formal style, ellipsis, memoir, narrative techniques, narrative leads

Note-This is NOT an all inclusive list of skills and terms.

Unit 7: Thinking of You

Unit Summary:

This unit explores the topic of communication. Students will read articles about specific forms of communication as well as text about how people's actions and behaviors communicate their thoughts, beliefs, and feelings. As students read they will evaluate how people communicate and what works best.

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.

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.

RL.7.3 - Analyze how particular elements of a story or drama interact.

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 on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 - Analyze how a drama's or poem's form or structure contributes to its meaning.

RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.

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.

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).

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.

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.

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.

Academic Vocabulary/Words to Understand:

Convince, facts, inquire, produce, resolution, transmit, argument, claim, counterclaim, rebuttal, delineate, dialogue, evaluate, figurative, supporting idea, tone, mood, author's purpose, transitions, cohesion, organizational structure, formal style, debatable, credible source, point of view

Note-This is NOT an all inclusive list of skills and terms.

Unit 8: A Show of Strength

Unit Summary:

In this unit students will read text that details how people show strength in different situations, determine what to be scared about, and why to demonstrate power and force when scared about things in life.

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.

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.

RL.7.3 - Analyze how particular elements of a story or drama interact.

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 on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5 - Analyze how a drama's or poem's form or structure contributes to its meaning.

RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.

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.

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.

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).

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.

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.

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.

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)

Academic Vocabulary/Words to Understand: Plagiarism, Point of View, Preliminary Determination, Primary/ Secondary Sources, Vague, Significance, Nuances, Relevant Evidence, Coherent, Conventions, Convey, Cite, Credible, Cues, Elaborate, explanatory text, Explicitly, figurative/connotative, formal voice, Greek/Latin Affixes, Implied, Inference, Inquiry, Informational text, Interpret, Multimedia, Multiple Meaning Words, Paraphrase, Perceive

Note-This is NOT an all inclusive list of skills and terms

2nd Nine Weeks

Unit 5: Perspective vs Reality: Analyzing Argument and Propaganda:

Unit Summary: Students will continue to analyze the role of the narrator and point of view in a text as well as investigate the motives and bias present in various media. As students explore narrative voice and its effect on readers, they will also evaluate perspective in real-world situations. Students will delineate and evaluate two conflicting arguments to determine the reliability of sources and become critical readers and viewers of media who can discern fact from fiction. As they evaluate media and texts, students will explore the question: How do I know whether information is reliable?

They will do this through their reading of several fiction and nonfiction short stories, excerpts and articles.

College and Career Readiness Standards:

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.

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.

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.

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.

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.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.

L.8.5a: Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

Academic Vocabulary/Words to Understand:

argument, claim, counterclaim, rebuttal, delineate, dialogue, evaluate, figurative, supporting idea, tone, mood, author's purpose, transitions, cohesion, organizational structure, formal style, debatable, credible source, point of view, dramatic irony, verbal irony, situational irony

Note-This is NOT an all inclusive list of skills and terms.

Unit 6: Guilt, Madness, and Obsession

Unit Summary: In Unit 9, students will be introduced to the idea of taking a stand by reading several speeches given by real people who stand up for a cause to better others. These speeches include Shirley Chisholm's "Equal Rights for Women" and Sojourner Truth's "Ain't I a Woman?" Students will also read Susan B. Anthony's Speech "...," Serena William's speech "...," and the poem "Women" by

College and Career Readiness Standards:

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.

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.

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.

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.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Academic Vocabulary/Words to Understand:

dialogue, evaluate, figurative, supporting idea, tone, mood, author's purpose, transitions, cohesion, organizational structure, formal style, point of view, dramatic irony, verbal irony, situational irony, mood, tone, author's viewpoint, narrative structure, suspense

Note-This is NOT an all inclusive list of skills and terms.

Unit 7:

ADVANCED: Case Studies: “What Fools These Mortals Be” Part 2 In the second part of this unit, students will continue to read a passages from *A Midsummer Night’s Dream* and analyze Shakespeare’s craft as an author in terms of word choice and structure. They will then compare this excerpt from the play with the story “Pyramus and Thisbe” as they engage in a deeper analysis of how the structure of each contributes to the meaning. For the end of unit assessment, students will write an argument essay in which they use the strongest evidence from the play to make a claim about whether Shakespeare makes the case that it is possible to control another person’s actions or not.

General: Learning from Dynamic Characters: The Road to Salvation: In this unit students will continue to analyze how writers use stories and distinctive, dynamic characters to teach us lessons and will continue to explore how the choices of characters affect the plot and build the theme of a story. They will also deepen their understanding that literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code. Students will continue to read and discuss *A Christmas Carol* by Charles Dickens as their anchor text. They will analyze Scrooge’s transformative throughout Staves II and III of the text and begin to look closer at Dickens’ literary choices and purpose as he utilizes this dynamic character to convey his overall message. For their performance task, students will write an argumentative essay in which they decide whether there is evidence that Ebenezer Scrooge has changed his priorities and values.

College and Career Readiness Standards:

RL.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.

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.

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.

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.

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research)

Academic Vocabulary/Words to Understand:

argument, claim, counterclaim, rebuttal, delineate, dialogue, evaluate, figurative, supporting idea, tone, mood, author’s purpose, transitions, cohesion, organizational structure, formal style, debatable, credible source, point of view, dramatic irony

Note-This is NOT an all inclusive list of skills and terms.

Unit 8:

Unit Summary: Advanced: Valuing People Over Possessions In this Unit, we will explore narrative memoirs and author’s craft as students closely read *A Christmas Memory* by Truman Capote. By using the voice of an adult writer to describe the memories from his childhood, this story evokes the enchantment that holiday celebrations hold for children. They recall with fondness and nostalgia the activities, sensory details, and people they associate with the holidays. In addition, students will read an excerpt from *Tuesday’s with Morrie* along with “The Necklace” to analyze how authors develop the theme of valuing people over possessions. Students will write a narrative memoir about their favorite Christmas memory and a literary analysis of Madame Loisel from “The Necklace.”

General: Learning from Dynamic Characters: Valuing People Over Possessions

(Selflessness): In this unit students will complete their analysis of how writers use stories and distinctive, dynamic characters to teach us lessons and will continue to explore how the choices of characters affect the plot and build the theme of a story. They will also deepen their understanding that literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code. Students will finish reading *A Christmas Carol* by Charles Dickens as their anchor text. They will analyze Scrooge’s final transformation in Stave IV and how he begins anew in Stave V of the text. They will continue to look closely at Dickens’ literary choices and purpose as he utilizes this dynamic character to convey his overall message. Students will also look at several non-fiction articles concerning the idea of values as well as re-examine the short story “The Gift of the Magi” which has a similar theme. For their performance task, students will write a narrative in which they re-write “The Gift of the Magi” and utilize one of the spirits from *A Christmas Carol* to add to the story another dimension to the story.

College and Career Readiness Standards:

RL.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.

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.

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.

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.

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.

Academic Vocabulary/Words to Understand:

Cite, textual evidence, analyze, inference, explicit, theme, objective summary, central idea, opinion, dialogue, figurative language, denotative meaning, literal language, connotative meaning, supporting idea, connection, distinction, tone, mood, author’s purpose, transitions, cohesion, organizational structure, formal style, ellipsis, memoir, narrative techniques, narrative leads

Note-This is NOT an all inclusive list of skills and terms.