

Essential Standards and Pacing Guide: English Language Arts

6th Grade

Strand	Standard	Pacing Guide	When Assessed	# of Questions on CST	Proficiencies by Subgroup	Notes
READING 1.0 Word Analysis, Fluency, Vocabulary Development:	1.1 Word Recognition: Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Read text fluently.	Year long	Constant assessment		Total: 56.9% White: 60% SED: 63.7% EL:	Students are assessed when reading aloud for plays and for popcorn reading.
	1.2 Word Recognition: Identify and interpret figurative language and words with multiple meanings.	February and year long	February	5		Figurative language quiz
	1.3 Word Recognition: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	Feb/March	Study Island	2		Use of foreign words anywhere we can find them. Study Island is the most intense place.
	1.4 Word Recognition: Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	Year Long	Constant assessment	3		
	1.5 Word Recognition: Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).	October	1 st Quarter Benchmark	3		
READING 2.0 Reading Comprehension (Focus on Informational Materials):	2.1 Structural Features of Informational Materials: Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	Oct., Jan., Mar.	Benchmark Assessment	2	Total: 47.1% White: 45.7% SED: 59% EL:	
	2.3 Comprehension and Analysis of Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.	Oct., Jan., Mar.	Benchmark Assessment	4		
	2.6 Expository Critique: Determine the adequacy and appropriateness of the evidence for an author's conclusions	Oct., Jan., Mar.	Benchmark Assessment	2		
	2.7 Expository Critique: Make reasonable assertions about a text through accurate, supporting citations.	December	December	2		<u>A Christmas Carol</u> Response
	2.8 Expository Critique: Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	March	March	3		
READING 3.0 Literary Response and Analysis:	3.2 Narrative Analysis of Grade-Level-Appropriate Text: Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	September through December	October and December	2	Total: 68.6% White: 68.6% SED: 68.5% EL:	<u>Touching Spirit Bear</u> and <u>A Christmas Carol</u>
	3.4 Narrative Analysis of Grade-Level-Appropriate Text: Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	February	February	3		Poetry Unit
	3.7 Narrative Analysis of Grade-Level-Appropriate Text: Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	March	March	2		<u>Tuck Everlasting</u>

WRITING 1.0 Writing Strategies:	1.1 Organization and Focus: Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Year Long	Essays	2	Total: 54.9% White: 54.3% SED: 59% EL:
	1.2 Organization and Focus: Create multiple-paragraph expository compositions	Year Long	Essays	5	
	1.6 Evaluation and Revision: Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Year Long	Essays	7	
WRITING 2.0 Writing Applications:	2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).	September	Compare & Contrast		
		March	Descriptions		
	2.3 Write research reports.	February	R.S. Paper		
	2.4 Write responses to literature.	September to December	Summaries: Response to <u>A Christmas Carol</u>		
	2.5 Write persuasive compositions.				
CONVENTIONS 1.0 Written and Oral Language Conventions:	1.1 Sentence Structure: Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	Year Long	Essays	4	Total: 56.9% White: 54.3% SED: 73.8% EL:
	1.2 Grammar: Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	Year Long	Editing sentences and essays	3	
	1.3 Punctuation: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	Year Long	Essays, editing sentences	3	
	1.4 Capitalization: Use correct capitalization.	Year Long	Each Essay	2	
	1.5 Spelling: Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	Year Long	Each Essay	4	

7th Grade

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READING 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:	1.1 Vocabulary and Concept Development: identify idioms, analogies, metaphors, and similes in prose and poetry.	Year long	8 times	3	Total: 72.7% White: 88.6% SED: 51.5% EL:	Discussed in all reading genres.
	1.2 Vocabulary and Concept Development: use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	Year Long	4 times	3		
	1.3 Vocabulary and Concept Development: clarify word meanings through the use of definition, example, restatement, or contrast.	Year Long	8 to 12 times	5		Daily vocabulary focus.
READING 2.0 Reading Comprehension (Focus on Informational Materials):	2.1 Structural Features of Informational Materials: understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	October	5 times	3	Total: 61.8% White: 77.1% SED: 42.3% EL:	
	2.2 Structural Features of Informational Materials: locate information by using a variety of consumer, workplace, and public documents.	January and March	3 times	4		
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: identify and trace the development of an author's argument, point of view, or perspective in text.	September and November	6 times	3		
	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a simple mechanical device by following technical directions.	March	3 times	3		
	2.6 Expository Critique: assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	April	3 times	3		
READING 3.0 Literary Response and Analysis:	3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	September	4 times	2	Total: 70.9% White: 80% SED: 78.25% EL:	
	3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	October	5 times	3		
	3.5 Narrative Analysis of Grade-Level-Appropriate Text: contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work	January	3 times	3		
	3.6 Literary Criticism: analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses	May	3 times	2		

CONVENTIONS 1.0 Written and Oral English Language Conventions:	1.3 Grammar: identify all parts of speech and types and structure of sentences.	Year Long	8 times	4	Total: 67.3% White: 68.6% SED: 82.6% EL:	
	1.4 Grammar: demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	Year Long	7 times	4		
	1.6 Capitalization: use correct capitalization.	Year Long	6 times	2		
	1.7 Spelling: spell derivatives correctly by applying the spellings of bases and affixes.	Year Long	8 to 12 times	3		Daily vocabulary focus.
WRITING 1.0 Writing Strategies:	1.1 Organization and Focus: create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	Sept., Nov., Jan., Feb.	2 times	3	Total: 61.8% White: 68.6% SED: 57.3% EL:	
	1.3 Organization and Focus: use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	Sept., Nov., Jan., Feb.	2 times	3		
	1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	Sept., Nov., Jan., Feb.	2 times	3		
	1.7 Evaluation and Revision: revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	Sept., Nov., Jan., Feb.	2 times	4		
WRITING 2.0 Writing Applications:	2.1 Write fictional or autobiographical narratives: Develop a standard plot line and point of view. Develop complex major and minor characters and a definite setting. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).	September and February	3 times	1 to 4	Total: 90.7% White: 94.1% SED: 83.4% EL:	
	2.2 Write responses to literature: Develop interpretations exhibiting careful reading, understanding, and insight. Organize interpretations around several clear ideas, premises, or images from the literary work. Justify interpretations through sustained use of examples and textual evidence.	November and February	3 times	1 to 4		
	2.4 Write persuasive compositions: State a clear position or perspective in support of a proposition or proposal. Describe the points in support of the proposition, employing well-articulated evidence. Anticipate and address reader concerns and counterarguments.	January and February	3 times	1 to 4		
	2.5 Write summaries of reading materials: Include the main ideas and most significant details. Use the student's own words, except for quotations. Reflect underlying meaning, not just the superficial details.	September and February	3 times	1 to 4		

8th Grade

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READING 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:	1.1 Vocabulary and Concept Development: analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Year Long	8 times	2	Total: 70.6% White: 75% SED: 82% EL:	Discussed in all reading genres.
	1.3 Vocabulary and Concept Development: use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Year Long	8 to 12 times	5		Daily vocabulary focus.
READING 2.0 Reading Comprehension (Focus on Informational Materials):	2.2 Structural Features of Informational Materials: analyze text that uses proposition and support patterns.	October	4 times	3	Total: 52.9% White: 57.7% SED: 35.4% EL:	
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	January	3 times	2		
	2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: understand and explain the use of a complex mechanical device by following technical directions.	March	2 times	3		
	2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	March	4 times	3		
	2.7 Expository Critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	April	3 times	3		
READING 3.0 Literary Response and Analysis:	3.2 Narrative Analysis of Grade-Level-Appropriate Text: evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	September	4 times	3	Total: 60.3% White: 61.5% SED: 68.05% EL:	
	3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	September	4 times	2		
	3.6 Narrative Analysis of Grade-Level-Appropriate Text: identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	January	4 times	3		
	3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach).	April	3 times	2		

CONVENTIONS 1.0 Written and Oral English Language Conventions:	1.1 Sentence Structure: use correct and varied sentence types and sentence openings to present a lively and effective personal style.	Year Long	8 times	2	Total: 50% White: 50% SED: 54.2% EL:	
	1.4 Grammar: edit written manuscripts to ensure that correct grammar is used.	Year Long	8 times	3		
	1.5 Punctuation and Capitalization: use correct punctuation and capitalization.	Year Long	8 times	3		
WRITING 1.0 Writing Strategies:	1.1 Organization and Focus: create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	Nov. Feb., Jan.	3 times	4	Total: 45.6% White: 48.1% SED: 50% EL:	
	1.2 Organization and Focus: establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	February	3 times	4		
	1.3 Organization and Focus: support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	November and February	3 times	3		
	1.6 Evaluation and Revision: revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas	Oct., Feb., March	3 times	6		
LISTENING AND SPEAKING 2.0 Speaking Applications:	2.3 Deliver research presentations: Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and record information on charts, maps, and graphs.		2 times	0		

