

ISTEP+ 2015-16

Instructional and Assessment Guidance

Opportunity to Learn

From an assessment perspective, preparing students to be college and career ready necessitates a focus on "Opportunity to Learn." Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a moral imperative and an ethical responsibility on the part of educators. Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards that are assessed in the classroom and on ISTEP+. Second, and more importantly, teachers must provide OTL in terms of the content that students must learn in preparation for college and careers.

Prioritizing Instruction

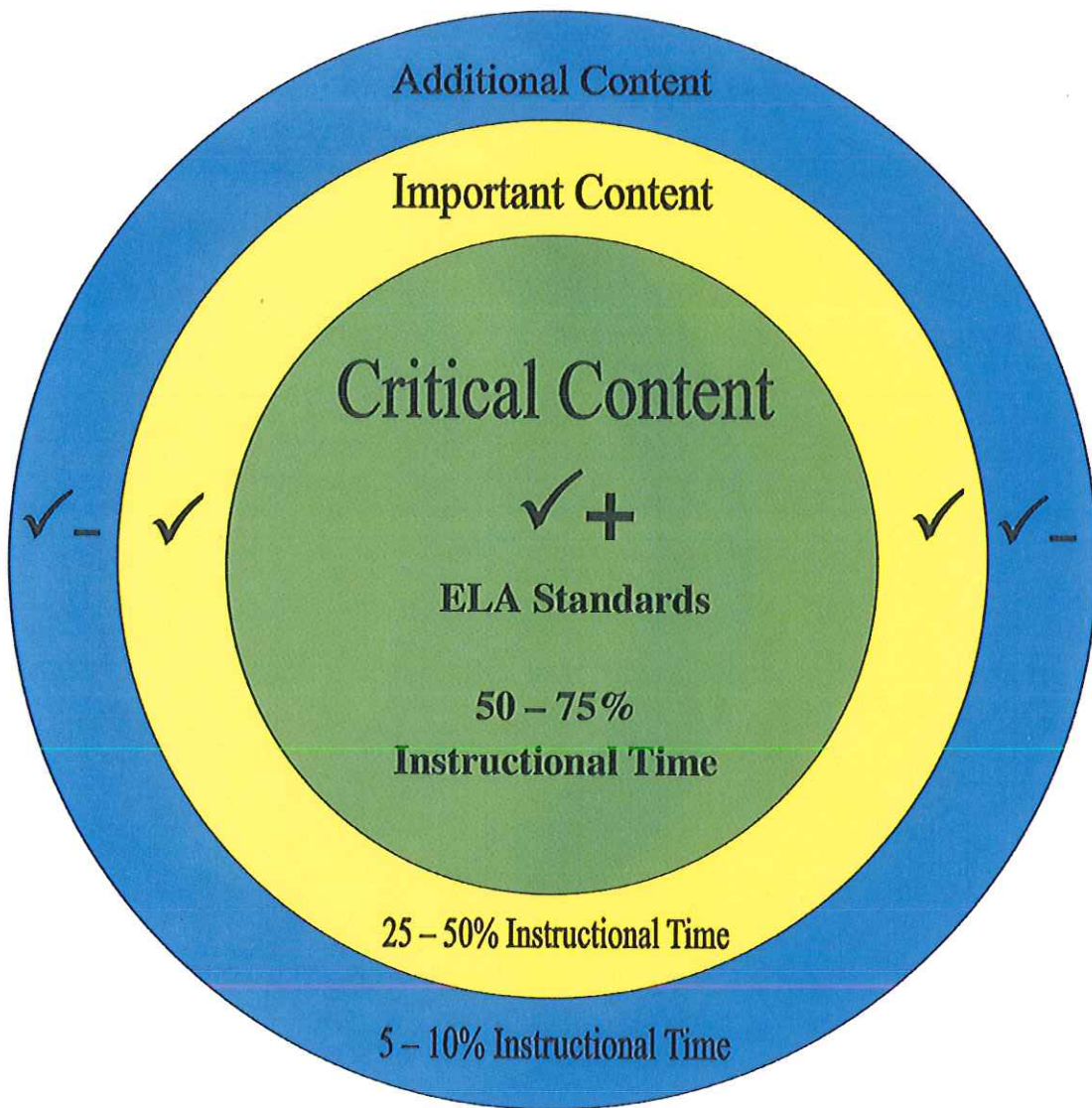
In an effort to empower teachers and focus on college and career readiness, the Office of Student Assessment has created Instructional and Assessment Guidance ("Guidance") documents for grades 3-8. The *Content Priority* of each Standard is delineated in the Guidance as one of three designations:

- 1) Critical – identified as "✓+"
- 2) Important – identified as "✓"
- 3) Additional – identified as "✓–"

All of the Indiana Academic Standards represent valuable content, and the Guidance documents are designed to assist teachers in planning and prioritizing instructional time to ensure student success.

A Final Note


The Guidance documents, as well as the Standards themselves, are not meant to be used as a "checklist." Rather, when teachers take into consideration the instructional priorities and deliver rich, meaningful lessons, the Standards come to life in the classroom.










Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 5
2015-16

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	50 – 75%
✓	Important	25 – 50%
✓–	Additional	5 – 10%

** Represents standards that may be assessed during ISTEP+ Part 1 (Applied Skills; March) and ISTEP+ Part 2 (Multiple-Choice and Technology-Enhanced; April/May). All other standards, with the exception of Reading: Foundations and Speaking and Listening, may be assessed during ISTEP+ Part 2. Reading: Foundations and Speaking and Listening should be assessed locally.*

 *These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.*

Reading: Foundations		Reading: Literature		Reading: Nonfiction		Reading: Vocabulary		Writing		Speaking and Listening		Media Literacy	
 5.RF.1		 5.RL.1		 5.RN.1		 5.RV.1		 5.W.1		 5.SL.1		 5.ML.1	
5.RF.4.6	✓+	*5.RL.2.1	✓+	*5.RN.2.1	✓+	5.RV.2.1	✓+	*5.W.3.1	✓+	5.SL.2.1	✓–	*5.ML.2.1	✓
5.RF.5	✓+	*5.RL.2.2	✓+	*5.RN.2.2	✓+	5.RV.2.2	✓	*5.W.3.2	✓+	5.SL.2.2	✓–	*5.ML.2.2	✓–
		*5.RL.2.3	✓+	*5.RN.2.3	✓+	5.RV.2.4	✓	*5.W.3.3	✓+	5.SL.2.3	✓–		
		*5.RL.3.1	✓	*5.RN.3.1	✓	5.RV.2.5	✓–	*5.W.4	✓+	5.SL.2.4	✓–		
		*5.RL.3.2	✓+	*5.RN.3.2	✓	*5.RV.3.1	✓+	5.W.5	✓	5.SL.2.5	✓–		
		*5.RL.4.1	✓–	*5.RN.3.3	✓	5.RV.3.2	✓+	*5.W.6.1	✓+	5.SL.3.1	✓–		
		*5.RL.4.2	✓	*5.RN.4.1	✓+	5.RV.3.3	✓–	*5.W.6.2	✓+	5.SL.3.2	✓–		
				*5.RN.4.2	✓					5.SL.4.1	✓–		
										5.SL.4.2	✓–		

GRADE: 5	QUARTER: 1	WINDOW: 1		UNIT: 1	
ESSENTIAL QUESTION: How can where you are change who you are?		PERFORMANCE TASK: (1) Create a "Crossing between Cultures" concept map poster to demonstrate cultural awareness. (2) Imagine you are an immigrant from a country outside of the United States; Share with the class your thoughts about your decision to come to the United States based on research you have done throughout the unit. (3) Write, revise, and publish an expository essay presenting ideas about what it was like to come to America in the early 1900s.			
INDIANA COLLEGE AND CAREER READINESS STANDARD	CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Unknown words	Apply context clues to determine meaning	Country Education Opportunity Symbol Culture Employment Preview Transition Develop Immigration Refuge Translate Citizenship Custom Ethnic Foreign Origin Adapt Challenge Contrast Diversity Identity Monitor Society	Identify Determine Consult Apply Describe Quote Analyze Generate Write	Social Studies: -Use a graphic organizer and dictionary to record words to remember.
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Word relationships	Identify relationships among words			Science: -Read a variety of science texts that discuss the same topic.
5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language.	Imagery, symbolism, figurative language	Determine how words or phrases provide meaning			
5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	Thesaurus & dictionary usage	Consult reference materials			Unit Writing Project: Personal Narrative
5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.	Point of view	Describe how point of view influences plot			ADDITIONAL STANDARDS COVERED IN UNIT
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Textual evidence	Quote text accurately			5.W.3.1 5.W.3.3 5.SL.1
5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Similarities & differences of same event or topic	Analyze multiple accounts of same event or topic			
5.W.4 Apply the writing process to generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.	Writing Process	Apply the writing process to generate writing samples			All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5
5.W.6.1d Write sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositional phrases	Include prepositional phrases appropriately in writing			Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).

GRADE: 5		QUARTER: 1		WINDOW: 2		UNIT: 2	
ESSENTIAL QUESTION: What is the power of the sun?				PERFORMANCE TASKS: (1) Create a "Catching the Light" visual presentation that answers the essential question. (2) Prepare a science fair poster that tells about an invention that uses solar energy by first developing a research question. (3) Write, revise, and publish a myth that explains how something in nature came to be.			
INDIANA COLLEGE AND CAREER READINESS STANDARD		CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.		Characters, setting, plot	Describe two or more characters, settings, or events; determine impact on plot	Absorb Assume Conflict Event Explanation Heat Mood Power Reflect Theory Thermal Transmit Circuit Conduct Current Electrical Insulate Solar Volt Watt Alternative Decrease Diagram Energy Obstacle Outcome Rely	Apply Describe Quote Analyze Explain Combine Summarize	Social Studies: -Use primary documents of historical events that show different viewpoints of the same event. -Identify the main idea in extended text.	
5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.		Visual & multimedia presentations	Analyze enhancement of text through visual mediums			All: -Study text features in other textbooks	
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Textual evidence	Quote nonfiction text accurately				
5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Historical, scientific, or technical text	Explain relationships in informational texts			Unit Writing Project: Myth	
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.		Text features	Locate information using text features			ADDITIONAL STANDARDS COVERED IN UNIT	
5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.		Same topic from various sources	Combine information to demonstrate knowledge			5.W.3.2 5.W.3.3 5.W.6.1e 5.SL.1	
5.W.4 Apply the writing process to generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.		Writing Process	Apply the writing process to generate writing samples			All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5	
5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.		Main ideas, supporting details, claims	Summarize main ideas and demonstrate logical evidence			Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).	

GRADE: 5		QUARTER: 2		WINDOW: 3		UNIT: 3	
ESSENTIAL QUESTION: What is nature's network?			PERFORMANCE TASKS: (1) Contribute to a bulletin board-sized concept map of the food chains in nature. (2) In collaborative groups, create a science fair display to present information regarding food webs in an ecosystem to the class. (3) Write an interview guide to use with someone who is an expert in a particular animal or part of nature.				
INDIANA COLLEGE AND CAREER READINESS STANDARD		CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.		Thesaurus & dictionary usage	Consult reference materials	Carnivore Consumer Food Chain Herbivore Omnivore Producer Map Cooperate Essential Partnership Store Transfer Resolution Chlorophyll Magnify Microscope Nutrients Photosynthesis Conversation Investigate Observe Propose Specialize	Consult Determine Quote Compare Contrast Apply Summarize	Science: -Support thinking when solving a science problem	
5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).		Word origins, Greek and Latin roots, parts of speech	Apply word knowledge to determine meaning			Math: -Present evidence of why your answer works	
5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Textual evidence	Quote literary text accurately			All: -Create a T-chart to record capitalization in your textbooks	
5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.		Genre, theme	Compare/contrast stories			Unit Writing Project: Interview	
5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Textual evidence	Quote nonfiction text accurately			ADDITIONAL STANDARDS COVERED IN UNIT	
5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		Main ideas & details	Determine main ideas and details; summarize text			5.W.3.2 5.W.5	
5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.		Organizational structure	Compare/contrast organizational structure in two or more texts			All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5	
5.W.6.2a: Apply correct usage of capitalization in writing.		Capitalization	Use correct capitalization			Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).	

GRADE: 5		QUARTER: 2		WINDOW: 4		UNIT: 4	
ESSENTIAL QUESTION: What is Justice?			PERFORMANCE TASK: (1) Create a "Scales of Justice" concept map poster using information gathered throughout the unit. (2) Make a poster or display that shows your support for civil rights, human rights, women's rights, or workers rights, utilizing facts from the unit. (3) Write a research report about an event in U.S. history when justice was achieved.				
INDIANA COLLEGE AND CAREER READINESS STANDARD		CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.		Word relationships	Identify relationships among words	Abolish Barrier Conditions Conflict Demands Demonstrate Distinguish Emancipation Equality Escape Freedom Inference Labor Law Nonviolence Oppose Plantation Protest Require Risk Route Slavery Strike Theme Topic	Apply Identify Determine Quote Compare Contrast Explain	Social Studies: -Use textbooks and other resources to compare and contrast events, ideas, and concepts.	
5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language.		Imagery, symbolism, figurative language	Determine how words or phrases provide meaning				
5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		Theme (stated or implied)	Determine theme and summarize the text.				
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Textual evidence	Quote accurately from the text.			Unit Writing Project: Research Report	
5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.		Organizational structure of various platforms.	Compare and contrast using multiple sources.			ADDITIONAL STANDARDS COVERED IN UNIT	
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.		Author's technique	Evaluate the author's use of reasons and evidence to support claims.			5.RL.3.2 All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5	
5.W.6.1b Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise, raise</i>).		Perfect verb tense	Write sentences using perfect verb tense and correctly use often misused verbs.	Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).			

GRADE: 5		QUARTER: 3		WINDOW: 5		UNIT: 5	
ESSENTIAL QUESTION: Why is water so important?			PERFORMANCE TASK: (1) Complete a "Why is water so important?" concept map using information gathered in the unit. (2) Create a poster or a model of the Water Cycle, or a wetland environment (3) Give a presentation on water conservation. (4) Research and report on water-supply problems in the United States and abroad.				
INDIANA COLLEGE AND CAREER READINESS STANDARD		CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.		Word relationships	Identify relationships among words	Access Acquire Aquifer Atmosphere Availability Canal Capacity Channel Climate Condensation Connection Consequence Conversation Course Deplete Distribution Evaporation Fresh water Function Gourd Important Precipitation Region Remind Runoff Scarcity Shortage Water cycle Water shed	Identify Determine Describe Explain Consult Apply Describe Quote Analyze Generate Write	Social Studies: -Use textbooks, or other resources to identify main ideas using a variety of text features.	
5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.		Proverbs, adages, idioms	Analyze meaning of proverbs, adages, and idioms			Science: -Use textbooks or other resources to summarize the main ideas.	
5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; Summarize the text.		Theme (stated or implied)	Determine the theme of a given selection; Use theme to summarize the text.			Unit Writing Project: Magazine Article	
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.		Characters, setting, plot	Describe two or more characters, settings, or events; determine impact on plot				
5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		Main idea and details	Determine main idea and detail; summarize				
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.		Text features	Utilize text features			ADDITIONAL STANDARDS COVERED IN UNIT	
5.W.6.1c Write sentences that contain various kinds of adjectives and adverbs.		Adjectives and adverbs	Use adjectives and adverbs in writing			5.W.1 5.W.4 5.W.5 5.W.6.2a 5.SL.3.1	
5.W.6.2b Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.		Apostrophes, quotation marks, commas	Use apostrophes, quotation marks, and commas correctly			All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5	
5.W.6.2d Applying correct spelling patterns and generalizations in writing		Spelling patterns	Apply spelling patterns in writing.			Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency)	

GRADE: 5	QUARTER: 3	WINDOW: 6	UNIT: 6		
ESSENTIAL QUESTION: What does it take to settle a new land?		PERFORMANCE TASK: (1) Create a "What does it take to settle a new land?" concept map poster to demonstrate cultural awareness. (2) Imagine you are an immigrant from a country outside of the United States; Share with the class your thoughts about your decision to come to the United States based on research you have done throughout the unit. (3) Write, revise, and publish an expository essay presenting ideas about what it was like to come to America in the early 1900s.			
INDIANA COLLEGE AND CAREER READINESS STANDARD	CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Word relationships	Identify relationships among words	Construction Gold rush Ranching Reservation Settler Establish Expansion Explore Frontier Individual Cause Boomtown Claim Effect Ghosttown Investor Limited Resources Mining Development Discovery Economy Population Response Speculate	Identify Compare Contrast Explain Apply Visualize	Social Studies: -Use a graphic organizer and dictionary to record words to remember.
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	Characters, setting, plot	Describe two or more characters, settings, or events; determine impact on plot			Science: -Read a variety of science texts that discuss the same topic.
5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	Series of chapters, scenes, or stanzas	Explain story, play, or poem structure			Unit Writing Project: Narrative Poem
5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Genre, theme	Compare/contrast stories			ADDITIONAL STANDARDS COVERED IN UNIT
5.W.4 Apply the writing process to generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.	Writing Process	Apply the writing process to generate writing samples			5.SL.1 All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5 Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).
5.W.6.1d Write sentences that include prepositional phrases and explaining their functions in the sentence.	Prepositional phrases	Include prepositional phrases appropriately in writing			


GRADE: 5		QUARTER: 4		WINDOW: 7		UNIT: 7	
ESSENTIAL QUESTION: Why should we care about garbage?				PERFORMANCE TASK: (1) Complete a "Why should we care about garbage?" concept map using information gathered in the unit. (2) Create a poster or a model of the Water Cycle, or a wetland environment (3) Give a presentation on water conservation. (4) Research and report on water-supply problems in the United States and abroad.			
INDIANA COLLEGE AND CAREER READINESS STANDARD		CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.		Unknown words	Apply context clues to determine meaning	Plastic Pollution Recycle Reduce Renewable Reuse Argument Balance Debate Evidence Generalize Persuade Solution Biodegradable Dispose Generate Landfill Transform Affect Behavior Benefit Conclusion Effect Obstacle Responsibility	Apply Consult Determine Compare Contrast Quote Gain Evaluate	Social Studies: -Use textbooks, or other resources to identify main ideas using a variety of text features.	
5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.		Thesaurus & dictionary usage	Consult reference materials			Science: -Use textbooks or other resources to summarize the main ideas.	
5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; Summarize the text.		Theme (stated or implied)	Determine the theme of a given selection; Use theme to summarize the text.				
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Textual evidence	Quote text accurately			Unit Writing Project: Persuasive Essay	
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.		Text features	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, play, or poem.			ADDITIONAL STANDARDS COVERED IN UNIT	
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.		Author's technique	Evaluate the author's use of reasons and evidence to support claims.			5.W.1 5.W.3.1 5.W.3.2 5.W.3.3 5.ML.1 All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5	
5.W.6.1d Write sentences that include prepositional phrases and explaining their functions in the sentence.		Prepositional phrases	Include prepositional phrases appropriately in writing				
5.W.6.2b Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.		Apostrophes, quotation marks, commas	Use apostrophes and commas correctly in a variety of situations.			Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).	







GRADE: 5		QUARTER: 4		WINDOW: 8		UNIT: 8	
ESSENTIAL QUESTION: How can one idea change your future?			PERFORMANCE TASK: (1) Complete a "How can one idea change your future?" concept map using information gathered in the unit. (2) Create a poster or a model of the Water Cycle, or a wetland environment (3) Give a presentation on water conservation. (4) Research and report on water-supply problems in the United States and abroad.				
INDIANA COLLEGE AND CAREER READINESS STANDARD	CONTENT	SKILL	UNIT VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS		
5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Unknown words	Apply context clues to determine meaning	Business Earnings Expenses Goods Income Profit Services Analyze Apply Cost Procedure Supply Value Borrow Credit Debt Entrepreneur Loan Advantage Determine Evaluate Favorable Influence Organization	Select Apply Analyze Compare Contrast Explain Create	Social Studies: -Use textbooks, or other resources to identify main ideas using a variety of text features.		
5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context	Proverbs, adages, idioms	Analyze meaning of proverbs, adages, and idioms			Science: -Use textbooks or other resources to summarize the main ideas.		
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Text features	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, play, or poem.			Unit Writing Project: Procedural Text		
5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Organizational structure	Compare/contrast organizational structure in two or more texts			ADDITIONAL STANDARDS COVERED IN UNIT		
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	Author's technique	Evaluate the author's use of reasons and evidence to support claims.			5.RL.3.2 5.RN.2.1 5.ML.2.1 All-unit standards: 5.RF.5 5.RF.4.6 5.RV.3.2 5.W.5		
5.W.6.1b Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise, raise</i>).	Perfect verb tense	Write sentences using perfect verb tense and correctly use often misused verbs.					
5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas and themes.	Multimedia and visual displays	Creating engaging presentations to enhance the development of main ideas and themes	Many of these standards are critical or important but will be addressed in natural best practice teaching (academic vocabulary, writing, and fluency).				

Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 6
2015-16

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	50 – 75%
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 *These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.*

Reading: Literature		Reading: Nonfiction		Reading: Vocabulary		Writing		Speaking and Listening		Media Literacy	
 6.RL.1		 6.RN.1		 6.RV.1		 6.W.1		 6.SL.1		 6.ML.1	
*6.RL.2.1	✓+	*6.RN.2.1	✓+	6.RV.2.1	✓+	*6.W.3.1	✓+	6.SL.2.1	✓–	*6.ML.2.1	✓
*6.RL.2.2	✓+	*6.RN.2.2	✓+	6.RV.2.2	✓	*6.W.3.2	✓+	6.SL.2.2	✓–	*6.ML.2.2	✓–
*6.RL.2.3	✓+	*6.RN.2.3	✓+	6.RV.2.3	✓	*6.W.3.3	✓+	6.SL.2.3	✓–		
*6.RL.3.1	✓+	*6.RN.3.2	✓+	6.RV.2.4	✓	*6.W.4	✓+	6.SL.2.4	✓–		
*6.RL.3.2	✓+	*6.RN.3.3	✓+	6.RV.2.5	✓–	6.W.5	✓	6.SL.2.5	✓–		
6.RL.4.1	✓–	*6.RN.4.1	✓+	*6.RV.3.1	✓	*6.W.6.1	✓+	6.SL.3.1	✓–		
*6.RL.4.2	✓	*6.RN.4.2	✓	6.RV.3.2	✓	*6.W.6.2	✓+	6.SL.3.2	✓–		
		*6.RN.4.3	✓	6.RV.3.3	✓–			6.SL.4.1	✓–		
								6.SL.4.2	✓–		

GRADE: 6	QUARTER 1 WINDOW: 1	WORKSHOP: 1
PERFORMANCE TASK: Create your future MYPAGE. Think about what you will be like years from now, and create a Web page to match.		
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Acclimatize, altitude, capable, cavalry, classic, complicated, confession, confirm, consist, dare, deceitful, determined, distracted, eager, enormous, guilt, inspiring, license, oxygen, praise, precaution, primary, satisfied, scale, section, solar, stamina, threat, thrust, troops, urge, veteran,	Cite determine analyze explain demonstrate
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.		MATH: a. Have students describe, in writing, how to solve a particular math problem b. Have students research the life story of a historical figure or event in mathematics.
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.		SCIENCE: a. Have students write a summary of a science experiment they have conducted. b. Have students research the life story of a historical figure or event in science.
6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.		SOCIAL STUDIES: a. Have students compare and contrast a variety of narratives about the same historical event. b. Have students research the life story of a historical figure or event in social studies.
6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text		Project: Personal Narrative
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.		
6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.		
6.W.3.3: Write narrative compositions that use a variety of transitions; use narrative techniques, use precise words and phrases, and provide an ending that follows from the narrated experiences or events.		
6.W.6.1e: Demonstrate command of English grammar and usage, focusing on compound, complex, compound-complex sentences and recognizing sentence fragments and run-ons.		
6.W.6.2a: Demonstrate command of English grammar and usage, focusing on punctuation.		
		ADDITIONAL STANDARDS IN WORKSHOP
		6.RV.2.5 6.W.4 6.W.5 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2

GRADE: 6	WINDOW: 2	WORKSHOP: 2
ESSENTIAL QUESTION: What makes something amazing? PERFORMANCE TASK: Pick the 8th Wonder of the World. Decide which structure should be the Eighth Wonder of the World and defend the choice in a debate.		
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY
6.RI.4.1: Compare and contrast the experience of reading a story, play, 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.	Architecture, bolt, civilization, clutch, continent, constellation, controversial, exterior, fetid, furtively, grim, identity, immortal, imposing, lair, landmark, marvel, monument, mortal, motif, myth, proclaim, riveter, species, stake, symbolize, task, temporarily, toil, widespread, will, wonder	compare contrast determine trace
6.RI.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.		
6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.		
6.RN.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.		
6.RN.4.3: Compare and contrast one author's presentation of events with that of another.		
6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.		
6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.		
6.W.3.2: Write informative compositions that introduce a topic; develop the topic with relevant facts; use appropriate transitions to clarify the relationships among ideas and concepts; include formatting, graphics, and multimedia; choose language and content-specific vocabulary that express ideas precisely and concisely; establish and maintain a style appropriate to purpose and audience; provide a concluding statement or section that follows from the information or explanation presented.		
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.		
INTEGRATION OF OTHER SUBJECTS MATH: Read historical fiction, science fiction, and fictional stories about math in the content areas. Have students respond to reading in both verbal and written forms, focusing on the elements of the story (setting, theme, characterization, and plot) SCIENCE: Write summaries of experiments conducted in science class; make inferences about scientific experiments SOCIAL STUDIES: Read historical fiction related to topics being studied in Social studies class and compare them to the actual events.		
Project: Compare/Contrast Essay		
ADDITIONAL STANDARDS COVERED IN WORKSHOP 6.RL.2.1 6.RN.2.1 6.RV.2.5 6.W.4 6.W.5 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2		

GRADE: 6	QUARTER: 2	WINDOW: 3	WORKSHOP 3
ESSENTIAL QUESTION: How are we changing the Earth? PERFORMANCE TASK: What's your carbon footprint? Collect data about energy use and make a plan to reduce carbon footprints.			
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ACADEMIC VOCABULARY	INTEGRATION OF OTHER SUBJECTS
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	atmosphere, blunder, climate, compost, contaminate, contribute, credit card, disposal, environment, extinct, frantic, gesture, gloat, humorous, ignore, imply, isolated, legislature, percent, petition, policy, pollution, predisposed, recycle, reluctance, similar, site, spacious, sparse, weltering, uniform, vehicle	explain, determine, analyze, compare, contrast, conduct, delineate	MATH: Use skills learned in math class to create predictions about carbon use in the future SCIENCE: Research ways to reduce your carbon footprint, present your findings to your science class SOCIAL STUDIES: Research the history of the environmental movement, research key figures in the environmental movement, present your findings in an informational essay, locate cities described in the selections on a map
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.			Project: Problem/Solution Essay
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.			
6.RN.3.2: 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.			ADDITIONAL STANDARDS COVERED IN WORKSHOP 6.RL.2.1 6.RN.2.1 6.RV.2.5 6.W.4 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2
6.RN.3.3: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.			
6.RN.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.			
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word			
6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.			
6.W.3.1: Write arguments that introduce claim(s), use an organizational structure to group related ideas that support the argument, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use appropriate transitions; and provide a concluding statement or section that follows from the argument presented.			
6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.			
6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			

GRADE: 6	QUARTER: 2	WINDOW: 4	WORKSHOP: 4
ESSENTIAL QUESTION: What does it take to fit in? PERFORMANCE TASK: Create a Newcomer's Guide <i>Present a survival guide for immigrants or other newcomers to your town</i>			
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	accompany, acquainted, adapt, ambition, assemble, asylum, attach, benefits, civil, cocoon, constantly, deny, descendant, document, disputed, emigrate, enroll, etiquette, eventually, glance, horrified, illustration, peasant, promote, realize, resolve, sentiment, spectacle, stable, territory, transform, uprooted	Cite determine elaborate present	MATH: Use the data collected to determine percentages, charts, and predictions in math class SCIENCE: Research the scientific contributions of immigrants to the United States SOCIAL STUDIES: Research the historical reasons for immigration to the United States Project: Persuasive essay
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.			
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.			
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.			
6.RN.3.3: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.			
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word			
6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			
6.W.3.1: Write arguments that introduce claim(s); use an organizational structure to group related ideas that support the argument; support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use appropriate transitions; and provide a concluding statement or section that follows from the argument presented.			ADDITIONAL STANDARDS COVERED IN WORKSHOP 6.RN.2.1 6.RV.2.5 6.W.4 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2
6.SI.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.			
6.SI.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.			

GRADE: 6	QUARTER : 3	WINDOW: 5	WORKSHOP: 5
ESSENTIAL QUESTION: Who will survive? <i>Use resources about avalanche safety to decide how to best help a friend in danger</i>			
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. 6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text 6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.RN.3.2: 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. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	disaster, overcome, focus, option, boulder, canyon, cliff, peak, attitude, circumstance, quality, factor, logic, deliberately fatal, solo, authorities, conventional, cohort, flee, menace, predatory, snarl, terrorize, adjust, devoted, complaint, daze, lounge, mock, tenant, torment	analyze cite compare contrast interpret conduct engage demonstrate	SCIENCE- Research how to collect clean water if you had none. SOCIAL STUDIES- Use aerial maps to locate location of Avalanches that have occurred around the world.. MATH- Research two cities where avalanches have occurred and find the distance in miles between those cities. Project: Fictional Narrative
ADDITIONAL STANDARDS COVERED IN WORKSHOP			
6.RL.2.1 6.RV.2.5 6.W.4 6.W.6.1 6.SL.2.4 6.SL.4.2			
6.RV.3.3: Interpret figures of speech (e.g., personification) in context. 6.W.3.3: Write narrative compositions that use a variety of transitions, use narrative techniques, use precise words and phrases, and provide an ending that follows from the narrated experiences or events. 6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. 6.W.6.1a: Demonstrate command of English grammar and usage, focusing on pronoun usage 6.SL.2.1: Engage effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.			

GRADE: 6	QUARTER: 3	WINDOW: 6	WORKSHOP: 6
ESSENTIAL QUESTION: How do humans and animals change each other? PERFORMANCE TASK: Debate: Should we ban zoos? Debate the pros and cons of confining animals in zoos			
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. 6.RL.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics. 6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported. 6.RV.2.2: Use the relationship between particular words to better understand each of the words. 6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 6.W.3.2: Write informative compositions that introduce a topic; develop the topic with relevant facts; use appropriate transitions to clarify the relationships among ideas and concepts; include formatting, graphics, and multimedia; choose language and content-specific vocabulary that express ideas precisely and concisely; establish and maintain a style appropriate to purpose and audience; provide a concluding statement or section that follows from the information or explanation presented. 6.W.6.2b: Demonstrate command of English grammar and usage, focusing on punctuation. 6.SL.3.1: 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. 6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.MI.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)	aggressive, relationship, appropriate, bond, conduct, vital, behavior, condition, conservation, endangered, research, boundary, habitat, migration, poacher, sanctuary, stampede, rigid, comic, distress, exhausted, linger, timidly, tremble, appreciate, conclude, emphasize, reveal, hibernate, confused, resent, uncertain	analyze, compare, contrast, trace, demonstrate, interpret, delineate, identify	SOCIAL STUDIES: Zoom in on one geographic region of Africa to explore in more detail. In small groups, choose one geographic region of Africa. Create a flipbook or slideshow about the region, making sure to cover the following questions: What makes this area so unique geographically? What cultural traditions, customs, and stories are unique to this region? How does this area support itself? How have historical events shaped this region? SCIENCE: Project 1: Where in the World? (Research Brief) Suppose that you are a member of the International Union for the Conservation of Nature (IUCN) and are preparing a report about the status of the world's most critically endangered species. Draw and label a map of the world. Then, locate the regions in the world, both land and water, in which you can find 12 organisms that are close to extinction. Name and briefly describe the reasons why each organism is endangered.
Project: Expository Writer ADDITIONAL STANDARDS COVERED IN WORKSHOP 6.RL.2.1 6.RN.2.1 6.RV.2.5 6.W.4 6.W.5 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2			


GRADE: 6	QUARTER: 4 WINDOW: 7	WORKSHOP: 7
ESSENTIAL QUESTION: How do we find out what really happened?		
PERFORMANCE TASK: Case Study: Mystery from the Stone Age <i>Analyze evidence from an archaeological study and write a press release about the results.</i>		
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	emerge, structure, chariot, ruins, slave, bazaar, forum, mosaic, archeologist, excavation, investigate, source, theory, settler, society, trek, contrary, distinct, universe, vicious, warrior, below, pandemonium, thwart, paleontologist, layer, version, carnivore, fossil, frill, prehistoric, vertebrae	explain compare contrast determine interpret elaborate reflect review
6.RL.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.		
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.		
6.RN.3.3: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.		
6.RV.2.2: Use the relationship between particular words to better understand each of the words.		
6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
6.RV.3.3: Interpret figures of speech (e.g., personification) in context.		
6.SI.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.		
6.SI.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
		INTEGRATION OF OTHER SUBJECTS SOCIAL STUDIES: Create a map that outlines the locations of the lost civilizations in SW: 7. MATH: Research how archeologist use math strategies to find out an approximate time frame for the artifacts that they find. SCIENCE: Research the causes of volcanoes using Xspace. Project: Expository Writing-Research
		ADDITIONAL STANDARDS COVERED IN WORKSHOP 6.RL.2.1 6.RN.2.1 6.RV.2.5 6.W.4 6.W.5 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2







GRADE: 6	QUARTER: 4	WINDOW: 8	WORKSHOP: 8
PERFORMANCE TASK: Giving Big Create and present a plan to win a contest and improve the community			
ESSENTIAL QUESTION: What is our responsibility to others?			
INDIANA COLLEGE AND CAREER READINESS STANDARD	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	dedicate, persevere, challenge, institute, vision, accomplish, endow, summit, community,	determine explain compare contrast present	SOCIAL STUDIES: Compare two different cultures of your choosing. Include the customs, beliefs, and languages of both. MATH: Design a school and research how much it would cost to build your school in South Bend.
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.	respect, liberation, scheme, defend, graffiti, inscription, strict, instruct, harvest, poverty, wealth, agitated, famished, indignant, influential, leadership, demonstration, sustainability, illiteracy, pasture, rain forest, values, solidarity		SCIENCE: Research Cleft Palate- the causes and the impact it has on children.
6.RL.4.1: Compare and contrast the experiences of reading a story, play, 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.			Project: Persuasive Writing
6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.			ADDITIONAL STANDARDS COVERED IN WORKSHOP
6.RN.3.3: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.			6.RL.2.1 6.RN.2.1 6.RV.2.5 6.W.4 6.W.5 6.W.6.1 6.SL.2.1 6.SL.2.4 6.SL.4.2
6.RN.4.2: Compare and contrast works of literature in different forms or genres in terms of their approaches to similar themes and topics.			
6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word			
6.W.3.1: Write arguments that introduce claim(s); use an organizational structure to group related ideas that support the argument; support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use appropriate transitions; and provide a concluding statement or section that follows from the argument presented.			
6.SI.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.			
6.SI.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			

Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 7
2015-16

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	50 – 75%
✓	Important	25 – 50%
✓–	Additional	5 – 10%

** Represents standards that may be assessed during ISTEP+ Part 1 (Applied Skills; March) and ISTEP+ Part 2 (Multiple-Choice and Technology-Enhanced; April/May). All other standards, with the exception of Speaking and Listening, may be assessed during ISTEP+ Part 2. Speaking and Listening should be assessed locally.*

 *These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.*

Reading: Literature		Reading: Nonfiction		Reading: Vocabulary		Writing		Speaking and Listening		Media Literacy	
 7.RL.1		 7.RN.1		 7.RV.1		 7.W.1		 7.SL.1		 7.ML.1	
*7.RL.2.1	✓+	*7.RN.2.1	✓+	7.RV.2.1	✓+	*7.W.3.1	✓+	7.SL.2.1	✓–	*7.ML.2.1	✓
*7.RL.2.2	✓+	*7.RN.2.2	✓+	7.RV.2.2	✓	*7.W.3.2	✓+	7.SL.2.2	✓–	*7.ML.2.2	✓–
*7.RL.2.3	✓+	*7.RN.2.3	✓+	7.RV.2.3	✓	*7.W.3.3	✓+	7.SL.2.3	✓–		
*7.RL.3.1	✓+	*7.RN.3.2	✓+	7.RV.2.4	✓	*7.W.4	✓+	7.SL.2.4	✓–		
*7.RL.3.2	✓+	*7.RN.3.3	✓+	7.RV.2.5	✓–	7.W.5	✓	7.SL.2.5	✓–		
7.RL.4.1	✓–	*7.RN.4.1	✓+	*7.RV.3.1	✓	*7.W.6.1	✓+	7.SL.3.1	✓–		
*7.RL.4.2	✓	7.RN.4.2	✓–	*7.RV.3.2	✓	*7.W.6.2	✓+	7.SL.3.2	✓–		
		*7.RN.4.3	✓	7.RV.3.3	✓–			7.SL.4.1	✓–		
								7.SL.4.2	✓–		

GRADE: 7	QUARTER: 1	WINDOW: 1	WORKSHOP: 1	
ESSENTIAL QUESTION: Where am I going?		PERFORMANCE TASK: Life Map		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.		apparently, creative, industrial, career, exclamation, smolder, snicker, wrath, result, comment, dramatic, volume, attire, bear, humble, solemn, achievement, potential, commit, definite, maintain, significant, emergency, medical, endeavor, responsibility, crucial, financial, period, dignity, sociological, solid	clarify, compare and contrast, describe, explain, summarize, use, identify, understand, discuss, analogy, metaphor, simile, idiom, compound, complex, comprehension, characteristics, derivatives, etymology, root/base, prefix, suffix	Social Studies and Science: Identify unfamiliar words in social studies and science texts; read and research about the word origins and share new information with the small and whole group. Use social studies/science texts to instruct students about text features.
7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).				
7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.				
7.RN.3.3: Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from the positions of others.				
7.RV.2.1: Use context to determine or clarify the meaning of words and phrases.				
7.W.3.3: Write narrative compositions engage and orient the reader, organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transitions and narrative techniques to develop experiences, events, and/or characters.				Unit Writing Project: Personal Narrative
7.W.6.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on Punctuation – Using commas with subordinate clauses.				
7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i>).				
7.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.				
7.SL.2.2: Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.				
7.SL.2.3: Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				
		ADDITIONAL STANDARDS IN WORKSHOP		
		RL.2.1, RL.3.1, RN.2.2, RN.2.3, RV.2.2, 7.RV.2.5, SL.2.4, SL.4.1, 7.W.4		

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GRADE: 7	QUARTER: 1	WINDOW: 2	WORKSHOP: 2		
ESSENTIAL QUESTION: Do we care too much about winning?		PERFORMANCE TASK: Who Deserves to Play?			
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.		precede, force, sphere, applaud, despair, multitude, outlook, recoil, pressure, rivalry, physical, stress, tension, affect, covet, obsession, feature, obviously, accidentally, interrupt, phony, prodigy, reputation, routine, spectator, eliminate, phenomenon, random, astonished, condemn, destined, sympathize	analyze, identify, determine, support, write, develop, organize, use relevance, influence, evidence, plot, events, setting problem, resolution, response, infinitive, participle, foreshadow, interpretation, mood, style, tone	Social Studies: Study ancient games of different civilizations.	
7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.				Science: Study the physics behind sports.	
7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.				Math: Calculate distance, velocity and speed.	
7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).				Unit Writing Project: Persuasive/Opinion Essay	
7.W.3.1: Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. · Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. · Provide a concluding statement or section that follows from and supports the argument presented.					
7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how the ideas clarify a topic, text, or issue under study.				ADDITIONAL STANDARDS IN WORKSHOP	
7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.					RL.2.3, RL.3.2, RN.2.1, RN.3.3, RV.2.1, W.4
7.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					

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GRADE: 7	QUARTER: 1	WINDOW: 3	WORKSHOP: 3	
ESSENTIAL QUESTION: How can we deal with natural disasters?		PERFORMANCE TASK: Evacuate the city?		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.		catastrophe, destructing, evacuation, analyze, collapse, consequence, monitor, observe, data, energy, intercept, occur, rare, technique, instrument, technology, category, image, injured, eerie, overwhelm, quiver, splatter, tremendous, falter, generation, unconscious, fathom, rage, terrace, wreckage, zenith	identify, analyze, contrast, deliver, use, theme, characterization, point of view,	Science: Discuss weather patterns and how they affect natural disasters. Social Studies: Study the effects of natural disasters on civilizations. Math: Read and create graphs charts and table associated with natural disasters.
7.RN.3.2: 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.				
7.RN.4.3: 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.				
7.RV.2.2: Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.				
				Unit Writing Project: Cause & Effect Essay
ADDITIONAL STANDARDS IN WORKSHOP				
7.W.3.2: Write informative compositions that introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, using appropriate transitions. Provide a concluding statement or section that follows from and supports the information or explanation presented.				
7.SL.2.4: 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.				RL.2., RL.2.3, RN.2.1, RN.2.2, RV.2.1, W.4, SL.2.2, SL.2.3, SL.2.4
7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.				

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GRADE: 7	QUARTER: 2	WINDOW: 4	WORKSHOP: 4	
ESSENTIAL QUESTION: How do we protect our rights?		PERFORMANCE TASK: Heroes Hall of Fame		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.		discrimination, integration, segregation, define, guarantee, individual, activist, protest, resolution, unity, bankruptcy, global, legacy, stagnant, strife, turbulent, assign, concept, draft, respond, vary, dialogue, curfew, disobedience, annual, federal, concerned, consideration, extraordinarily, fierce, meanwhile, obliterate,	use, manage, prepare, deliver, create, identify, place, trace, assess, evaluate, biography, autobiography, chronological, expository, inquiry, argument, point of view, perspective, organization, modifiers, active/passive voice, transitions, engaging, critique, composition, adequacy, narrative, publishing, characters, conflict, plot, setting, details	Social Studies, Science, and Math: Have students write a biography on a figure from these content areas. Investigate and research claims about the individual selected.
7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).				
7.RL.4.2: 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.				Unit Writing Project: Research paper
7.RN.4.1: 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, noting instances of bias and stereotyping.				
7.RN.4.2: Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).				ADDITIONAL STANDARDS IN WORKSHOP RL.2.3, RN.2.2, RN.2.3, RN.3.1, RV.2.1, W.3.2, SL.2.1, SL.2.2
7.RV.2.3: Distinguish among the connotations of words with similar denotations.				
7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) within a story, poem, or play.				
7.RV.3.3: Interpret figures of speech (e.g., <i>literary, religious, and mythological allusions</i>) in context.				
7.W.6.1a: Demonstrate command of English grammar and usage, focusing on: Pronouns –				
7.W.6.1e: Usage – Writing simple, compound, complex, and compound-complex Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. Sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.				

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GRADE: 7	QUARTER: 3	WINDOW: 5	WORKSHOP: 5	
ESSENTIAL QUESTION: What does it mean to be American? Why is it important to explore American identity?		PERFORMANCE TASK: Story of a Lifetime - Create an oral history - information about an event or time period told by the person who experienced it.		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP	ASSESSMENT	INTEGRATION OF
7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).		assure, secure, foreign, race, formidable, interpreter, nationalities, persistently, refugee, accent, confront, influx, resettlement, coup, multicultural, textile, assimilate, diversity, culture, hemisphere, bilingual, dictator, homeland, subversive	Analyze, acquire, determine, trace, evaluate, read, relationship, cite, investigate, reflect, define, clarify, present, claims, listen	Math: Use these standards to read math text and to understand unknown words. List science words that have Greek/Latin prefixes, suffixes, etc. Post new words on a word wall.
7.RN.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.				
7.RN.2.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).				
7.RV.2.2: Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words.				
7.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., <i>belligerent, bellicose, rebel</i>).				Science: Create charts that lists science vocabulary words that contain Greek/Latin roots, prefixes, suffixes, etc. Use context clues and vocabulary knowledge to determine meaning. Post new words on a word wall.
7.W.3.3: Write narrative compositions engage and orient the reader, organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transitions and narrative techniques to develop experiences, events, and/or characters.				
7.W.6.1d: Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.				
7.SL.3.1: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how the ideas clarify a topic, text, or issue under study.				
				Unit Writing Project: Fictional Narrative
				ADDITIONAL STANDARDS IN WORKSHOP
				RL.2.2, RN.2.2, RN.3.2, RV.2.1, W.4, SL.4.1, SL.4.2

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GRADE: 7	QUARTER: 3	WINDOW: 6		WORKSHOP: 6
ESSENTIAL QUESTION: How can we fight the battle against disease?		PERFORMANCE TASK: Case Study: A student in your school has come down with a contagious disease, you must decide whether to quarantine everyone in your school.		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
7.RL.3.2: Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.		infected, outbreak, symptom, estimate, exposed, transmit, organism, quarantine, contagious, contract, confine, domestic, recover, trigger, lethal, tissue, brief, cease, consume, apprentice, discourage, fatigue, havoc, stricken, commenced, evidently, capsule, detached, gaze, glassy, poised, prescribed	Analyze, evaluate, trace, cite, analyze, apply, develop, draft, revise, rewrite, edit, demonstrate, clarify, describe, summarize	Social Studies, Science, and Math: Test taking strategies can and should be taught across the curriculum. Each subject has its own specific strategies and skills that need to be reviewed prior to the test.
7.RL.4.2: 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.				
7.RN.4.2: Compare and contrast a print or digital 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).				
7.RV.2.3: Distinguish among the connotations of words with similar denotations.				
7.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) within a story, poem, or play.				Unit Writing Project: Analytical Essay
7.W.3.1: Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Provide a concluding statement or section that follows from and supports the argument presented.				ADDITIONAL STANDARDS IN WORKSHOP
7.W.6.1b: Verbs – Recognizing and correcting problems with subject/verb agreement.				
7.SL.2.4: 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.				

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GRADE: 7	QUARTER: 4	WINDOW: 7	WORKSHOP: 7	
ESSENTIAL QUESTION: Does the thrill of adventure outweigh the risks?		PERFORMANCE TASK: Case Study: You are part of an investigative team trying to determine what went wrong with the K-2 expedition so other		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.		expedition, perilous, precision, survey, insistence, ominously, relentless, tragedy, grant, restrain, abundance, devise, disembark, savage, vengeance, weary, Landscape, ultimate, abandon, initial, previous, abruptly, hesitant, intersect	cite, analyze, pose, evidence, inferences, evaluate, arguments, claims, support	The research standards lend themselves very easily to integration with other subjects. Students can research important events in history as well as scientific or mathematical discoveries. One way the research process can be integrated with current classroom projects/activities is to have students combine their science fair projects with their research project. This will help students to understand that research writing is not reserved for English class, but rather, a form of writing that is used across all subject areas.
7.RL.3.1: Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.				
7.RN.4.1: 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, noting instances of bias and stereotyping.				
7.RN.4.3: 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.				
7.RN.3.2: 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.				Unit Writing Project: Compare & Contrast Essay
7.W.6.1c: Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.				
7.SL.2.4: 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.		ADDITIONAL STANDARDS IN WORKSHOP		
		RL.2.3, RL.2.3, RN.2.1, RN.2.2, RV.2.1, W.4, SL.2.5, SL.3.2		

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GRADE: 7	QUARTER: 4	WINDOW: 8		WORKSHOP: 8	
ESSENTIAL QUESTION: What can I do to make the world a better place?		PERFORMANCE TASK: Identify a cause that you care about and find a way to make a difference			
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
7.RL.4.1: Compare and contrast a written story, play 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).		ethical, agriculture, allocate, economist, eradicate, calamity, determination, intervention, convince, fee, minimum, account, bully, dignified, pitiful, scribe, exploit, manual, interest, loan, rate, councilor, crisis, wager, development, resource, majority, reliable, sufficient, affordable, economic, population	Cite, analyze, trace, evaluate, determine, demonstrate, arrange, include, pose, organize	Social Studies: Create a timeline that highlights the development of technology; discuss how its development/use have affected our country and the world.	
7.RN.2.2: Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.				Science: Discuss advances in the areas of science and technology; discuss how the two work together to provide new opportunities and to change our world, including potentially positive and negative effects.	
7.RN.3.2: 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.					
7.RN.3.3: Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from the positions of others.					
7.W.6.1a:: Demonstrate command of English grammar and usage, focusing on: Pronouns –				Unit Writing Project: Problem & Solution Essay	
7.SL.2.5: Acknowledge new information expressed by others, and consider it in relation to one's own views.					
7.SL.3.2: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				ADDITIONAL STANDARDS IN WORKSHOP	
				RL.2.2, RL.2.3, RN.2.2, RN.2.3, RV.2.1, W.3.2, SL.2.2, SL.2.3	







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Instructional and Assessment Guidance
ISTEP+: English/Language Arts – Grade 8
2015-16

Symbol	Content Priority	Approximate Instructional Time
✓+	Critical	50 – 75%
✓	Important	25 – 50%
✓–	Additional	5 – 10%

** Represents standards that may be assessed during ISTEP+ Part 1 (Applied Skills; March) and ISTEP+ Part 2 (Multiple-Choice and Technology-Enhanced; April/May). All other standards, with the exception of Speaking and Listening, may be assessed during ISTEP+ Part 2. Speaking and Listening should be assessed locally.*

 *These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.*

Reading: Literature		Reading: Nonfiction		Reading: Vocabulary		Writing		Speaking and Listening		Media Literacy	
 8.RL.1		 8.RN.1		 8.RV.1		 8.W.1		 8.SL.1		 8.ML.1	
*8.RL.2.1	✓+	*8.RN.2.1	✓+	8.RV.2.1	✓+	*8.W.3.1	✓+	8.SL.2.1	✓–	*8.ML.2.1	✓
*8.RL.2.2	✓+	*8.RN.2.2	✓+	8.RV.2.2	✓	*8.W.3.2	✓+	8.SL.2.2	✓–	8.ML.2.2	✓–
*8.RL.2.3	✓+	*8.RN.2.3	✓+	8.RV.2.3	✓	*8.W.3.3	✓+	8.SL.2.3	✓–		
*8.RL.3.1	✓	*8.RN.3.2	✓+	8.RV.2.4	✓	*8.W.4	✓+	8.SL.2.4	✓–		
*8.RL.3.2	✓+	*8.RN.3.3	✓+	8.RV.2.5	✓–	8.W.5	✓	8.SL.2.5	✓–		
8.RL.4.1	✓–	*8.RN.4.1	✓+	*8.RV.3.1	✓	*8.W.6.1	✓+	8.SL.3.1	✓–		
*8.RL.4.2	✓–	8.RN.4.2	✓–	*8.RV.3.2	✓	*8.W.6.2	✓+	8.SL.3.2	✓–		
		*8.RN.4.3	✓	8.RV.3.3	✓–			8.SL.4.1	✓–		
								8.SL.4.2	✓–		

GRADE: 8	QUARTER: 1	WINDOW: 1	WORKSHOP: 1		
ESSENTIAL QUESTION: How can I get ready for the future that I want?		PERFORMANCE TASK: Innovate: Future 101			
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.		advise recruit scholarship transit violation adore console represent advantage internship semester coordination income grueling prefer supportive course extracurricular efficiently pursue requirement strategy varsity alternate orientation evaluate administration satellite aptitude maneuver	Apply plan use analyze determine memorize	Science, Social Studies, and Math-Students can research careers in content areas to analyze the opportunities for their futures. Unit Writing Project: Personal Narrative	
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.					
8.RL.3.1: Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style.					
8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.					
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.					
8.RV.2.4: Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).				ADDITIONAL STANDARDS IN WORKSHOP	
8.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.				8.SL.2.3 8.SL.2.5 8.SL.3.1 8.SL.4.1	
8.W.3.3: Write narrative compositions in a variety of forms that organize events, use narrative techniques and precise language, and provide a resolution.					
8.W.6.1: Demonstrate command of English grammar and usage, focusing on fragments and run-ons.					

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GRADE: 8	QUARTER: 1	WINDOW: 2	WORKSHOP: 2	
ESSENTIAL QUESTION: What are the costs and benefits of technology?		PERFORMANCE TASK: Invention Zone: Plan an invention that will improve or reinvent everyday items for new users.		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	
8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.		hologram, sensor, virtual, function, modify, dome, interaction, sterile; access, networking, proportion, digits, impersonate, inflict, privacy, vandalize; accommodate, extract, instance, compact, efficient, hazardous, mobile, obstacle; innovative, coordinate, corporation, motivate, overall, specific, engineer, sponsor	Define identify compare analyze write introduce support establish provide locate create	Science and Social Studies Technology and the future. Research how scientists have used technology to help people. History of technology and inventions. Unit Writing Project: Problem & Solution Essay
8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.				
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.				
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.				
8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.				
8.RN.3.2: 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.				
8.RN.4.1: 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.				
8.RV.2.2: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				
8.RV.2.3: Distinguish among the connotations of words with similar denotations.				
8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.				
8.SL.2.2: Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.				
				ADDITIONAL STANDARDS IN WORKSHOP
				8.SL.2.3
				8.SL.2.4
				8.SL.2.5
				8.SL.4.1
				8.SL.4.2
				8.W.3.1

GRADE: 8	QUARTER: 2	WINDOW: 3	WORKSHOP: 3			
ESSENTIAL QUESTION: How do people survive in extreme environments?		PERFORMANCE TASK: Extreme Habitat: Present the top five challenges to living in Antarctica.				
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS		
8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.		decline, exceed, presumption, affirm, arrogance, burden, cunningly, prosperous; conducive, emission, insulation,, convert, diminish, accustomed, attendant native; arid, drought, adequate, internal, transition, caravan, filter, oasis; colleague, embrace, exchange, apprehensive, envision, gaping, haul, wither	Define identity evaluate analyze write compose compare contrast use explain solve comprehend	Science- Extreme environments; desert and polar regions		
8.RN.3.3: Determine the author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.						
8.RV.2.1: Use context to determine or clarify the meaning of words or phrases.						
8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.						
8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.						
8.W.3.2: Write informative compositions in a variety of forms that introduce a topic clearly, develop the topic with relevant facts, and conclude the topic with a statement that supports the information and explanation presented.				Unit Writing Project: Cause & Effect Essay		
8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.						
8.W.6.1: Demonstrate command of English grammar and usage, focusing on verb tense shifts.						
8.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on commas in a series.				ADDITIONAL STANDARDS IN WORKSHOP		
8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.						
		8.SL.2.2				
		8.SL.2.3				
		8.SL.4.1				

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GRADE: 8	QUARTER: 2	WINDOW: 4	WORKSHOP: 4		
ESSENTIAL QUESTION: How can we be heard?		PERFORMANCE TASK: Rally for a Cause: Plan a rally that will show how kids can make a difference.			
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS	
8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.		momentous, oppression, rally, revolt, decade, echo, invigorating, legitimate; hostile, inevitable, ambush, captor, angst, bittersweet, brace, profound; collectively, resistance, expansive, chaos, charismatic, disperse, etch, unprecedented; externally, universal, catapult, discarded, encircle, fiery, popularize, prominent	analyze identify explain develop introduce use establish write	Math, science, history -have students read brief biographies about individuals who have significantly impacted our world Social Studies- Review speeches of leaders from the 1960's. Identify and analyze persuasive and propaganda techniques used in visual and verbal messages	
8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.					
8.RN.2.3: Analyze how a text makes connections and distinctions among individuals, events, and ideas.				Unit Writing Project: Persuasive/Opinion Essay	
8.RN.3.2: 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.					
8.RN.4.1: 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.					
8.RV.2.3: Distinguish among the connotations of words with similar denotations.					ADDITIONAL STANDARDS IN
8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.					
8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.					
8.W.3.1: Write arguments to support claims with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented.					
8.ML.2.1: Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.					

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GRADE: 8	QUARTER: 3	WINDOW: 5	WORKSHOP: 5	
ESSENTIAL QUESTION: What makes art powerful?		PERFORMANCE TASK: Self-Portrait: Pick your media: Investigate how other artists express their identities and create an Identity Collage.		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.		abstract, composition, exhibition, portrait, impact, reject, depict, uproar; constructive, impress, audition, deport, forefront, recital, excel, nominate; sculpture, contour, intricate, sensation, encrusted, laden, rummage, wince; concentration, foundation, suspend, compassion, devoid, intellectual, rigor	Cite demonstrate compare contrast analyze	Art-Research artists who have changed the world.
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.				
8.RL.3.1: Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style.				
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.				
8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.				
8.RN.3.3: Determine the author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				Unit Writing Project: Compare & Contrast Essay
8.RN.4.2: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.				
8.RV.2.4: Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).				
8.W.6.1: Demonstrate command of English grammar and usage, focusing on pronouns.				ADDITIONAL STANDARDS IN WORKSHOP
		8.SL.1.8 8.SL.2.2 8.SL.2.4 8.SL.4.1 8.SL.4.2 8.W.3.4-8.W.3.7 8.W.6.2A		

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GRADE: 8	QUARTER: 3	WINDOW: 6	WORKSHOP: 6
ESSENTIAL QUESTION: Should we explore outer space?		PERFORMANCE TASK: Present and defend an argument about whether or not we should explore space.	
INDIANA COLLEGE AND CAREER READINESS STANDARDS	WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	INTEGRATION OF OTHER SUBJECTS
8.RL.3.2: Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	dimension, futuristic, cluttered, deceptively, disdain, evoke, suspenseful, underfoot; asteroid, comet, meteor, detect, device, scope, friction, propel; acquire, exclusive, cylinder, mechanism, intermittent, intolerable, salvage, stationary; deflect, justify, inherently, seep, awry, juxtapose, traverse, vulnerable	Write introduce support use establish cite analyze define identify produce	Science- Exploring Space Have students research the benefits and costs to space exploration.
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.			
8.RN.4.1: 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.			
8.RN.4.3: 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 Writing Project: Fictional Narrative
8.RV.2.1: Use context to determine or clarify the meaning of words or phrases.			
8.RV.2.2: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			ADDITIONAL STANDARDS IN WORKSHOP
8.W.3.3: Write narrative compositions in a variety of forms that organize events, use narrative techniques and precise language, and provide a resolution.			8.SL.2.3
8.SL.3.2: 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.			8.SL.2.4
8.SL.4.1: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.			8.SL.2.5
8.SL.4.2: Create engaging presentations that integrate multimedia components and visual displays to clarify, strengthen, and add interest.			8.W.3.3
			8.W.3.4
			8.W.3.5
			8.W.3.6

GRADE: 8	QUARTER: 4	WINDOW: 7	WORKSHOP: 7	
ESSENTIAL QUESTION: What was it like to be there?		PERFORMANCE TASK: Eyewitness to the Present Day: Discuss a list of eight items that could represent a day in a time capsule.		
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY	
8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.		succession, prohibited, restriction, appoint, dejected, deprived, peculiar, wretched; impending, objective, casualty, demise, shun, trauma, discreet, irrevocable; atrocity, assess, subsequent, fugitive, incriminating, paranoid, propaganda, solitary; century, revolution, comprise, regulation, allegiance, capitalist, ration, relocation	Gather assess quote paraphrase	Social Studies- Have students interview someone to learn about a historic event.
8.RN.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.				
8.RN.3.3: Determine the author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				
8.RV.2.3: Distinguish among the connotations of words with similar denotations.				
8.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
8.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction 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.				Unit Writing Project: Research Paper
8.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.				
8.W.6.1: Demonstrate command of English grammar and usage, focusing on verbals.				
8.SL.2.4: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				
		ADDITIONAL STANDARDS IN WORKSHOP		
		8.SL.2.3 8.SL.2.5 8.SL.4.1 8.SL.4.2 8.W.3.1		

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GRADE: 8	QUARTER: 4	WINDOW: 8	WORKSHOP: 8
ESSENTIAL QUESTION: What values do we live by?		PERFORMANCE TASK: What would you do? Create a multimedia presentation about the right choice to make in an ethical dilemma.	
INDIANA COLLEGE AND CAREER READINESS STANDARDS		WORKSHOP VOCABULARY	ASSESSMENT VOCABULARY
8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.		dilemma, perception, fateful, prior, agony, despise, devious, interfere; retribution,	Plan develop revise rewrite edit
8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.		interval, leisurely, elusive, eminent, genially, saunter, swiftly; integrity, erosion, implement, customize, eligible, pervasiveness, plagiarize, quandary; enormity, undertaking, desolate, nurture, arduous, engrossed, repulse, revulsion	
8.RL.3.1: Compare and contrast the structure of two or more related works of literature and analyze and evaluate how the differing structure of each text contributes to its meaning and style.			
8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating choices made by the director or actors.			
8.RN.2.2: Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.			
8.RN.4.1: 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.			
8.RN.4.3: 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.			
8.W.3.1: Write arguments to support claims with clear reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented.			
8.SL.2.5: Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.			
			INTEGRATION OF OTHER SUBJECTS Social Studies - Have students place themselves at critical moments in history. What would they have do if they were there? How would it have changed the course of history? Was what really happened or really done at that time ethical? Science - Have students place themselves in the middle of a scientific moral dilemma. Cloning, life-support, etc. are all scientific, ethical problems. Unit Writing Project: Persuasive Essay
			ADDITIONAL STANDARDS IN WORKSHOP 8.SL.2.3 8.SL.2.4 8.SL.4.1 8.SL.4.2

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