

Istation Reading Curriculum
Correlated to
KANSAS COLLEGE
and CAREER READY STANDARDS
for English Language Arts and Literacy
Grades 6-8



Istation

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Istation ELAR Reading Curriculum Sixth Grade

**Legend: Kansas College and Career Ready Standards
for English Language Arts/Literacy**

Reading Standard Strands

1 = Literature (RL) 4 = Speaking & Listening (SL)
2 = Informational (RI) 5 = Language (L)
3 = Writing (W)

Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
(1) Close reading allows for making logical inferences and citing textual evidence when writing or speaking.								
1A	Use Key Ideas and Details to: i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RL.6.1) ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (KCCRS:RL.6.2) iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the	12-14	Lesson 12A Sequence [RL.6.3]	✓				
		14	Bridge Lessons 11 & 15 - Compare and Contrast [RL.6.1], [RL.6.3] Bridge Lesson 16 – Supporting Responses [RL.6.1], [RL.6.3]	✓				
		15	Bridge Lesson 8 – Context Clues [RL.6.2], [RL.6.3] Bridge Lesson 11 – General Comprehension 3 [RL.6.1], [RL.6.2], [RL.6.3]	✓				

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	characters respond or change as the plot moves toward a resolution. (KCCRS:RL.6.3)	Timeless Tales (TT) Unit 1.1A	<i>Mona Lisa, Unexpected Treasure</i> World of Wonders Passages, Teacher-Directed Lessons [RL.6.1]	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann</i> , Teacher-Directed Lessons [RL.6.1]	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter</i> , Teacher-Directed Lessons [RL.6.1], [RL.6.3]	✓				
		TT Unit 1.1A	<i>Mulan, Wall of Water</i> , Teacher-Directed Lessons [RL.6.2]	✓				
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure</i> , Teacher-Directed Lessons [RL.6.2]	✓				
		TT Unit 2.1A	<i>The Warning, Bear!</i> , Teacher-Directed Lessons [RL.6.2], [RL.6.3]	✓				
		TT Unit 3.1B	<i>Masks</i> , Teacher-Directed Lessons [RL.6.2]	✓				

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		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [RL.6.1]</i>	✓				
		Timeless Tales Unit 3.1B	<i>Masks, Teacher-Directed Lessons [RL.6.3]</i>	✓				
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (KCCRS:RL.6.4) ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a	12-14	<i>Lesson 13A Author's Purpose [RL.6.5], [RL.6.6]</i>	✓				
		15	<i>Bridge Lesson 10 - General Comprehension 2 [RL.6.5], [RL.6.6]</i>	✓				
		15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [RL.6.4], [RL.6.5], [RL.6.6]</i>	✓				
		TT Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons [RL.6.5]</i>	✓				

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	text and contributes to the development of the theme, setting, or plot. (KCCRS:RL.6.5) iii. Explain how an author develops the point of view of the narrator or speaker in a text. (KCCRS:RL.6.6)	TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons [RL.6.4], [RL.6.5]</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages [RL.6.5]</i>	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons [RL.6.4]</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [RL.6.4]</i>	✓				
		Timeless Tales (TT) Unit 3.1B	<i>Masks, Teacher-Directed Lessons [RL.6.5]</i>	✓				
1C	Use Integration of Knowledge and Ideas to: i. Compare and contrast the experience of reading a story,	TT Unit 1 Extras	<i>Teacher-Directed Lessons [RL.6.7], [RL.6.9]</i>	✓				

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	drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (KCCRS:RL.6.7) ii. Compare and contrast texts in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics. (KCCRS:RL.6.9)	TT Unit 2 Extras	<i>Teacher-Directed Lessons [RL.6.7], [RL.6.9]</i>	✓				
		TT Unit 3 Extras	<i>Teacher-Directed Lessons [RL.6.7], [RL.6.9]</i>	✓				
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend	TT Unit 1.1A	<i>Mulan, Wall of Water, World of Wonders Passages, Teacher-Directed Lessons</i>	✓				

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	literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (KCCRS:RL.6.10)	TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, World of Wonders Passages, Teacher-Directed Lessons</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons, Worlds of Wonders Passages</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons, World of Wonders Passage</i>	✓				

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(2) Analysis of ideas, themes and their development provide a deeper understanding of the text.								
2A	Use Key Ideas and Details to: i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RI.6.1) ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (KCCRS:RI.6.2) iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a	14	Bridge Lesson 16 – Supporting Responses [RI.6.1] through [RI.6.3]		✓			
		15	Bridge Lessons 9-12: General Comprehension 1-4 [RI.6.1]		✓			
		TT Unit 1.1A	Worlds of Wonders Passages & Writing Prompts, Teacher-Directed Lessons [RI.6.3]		✓			

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	text (e.g., <i>through examples or anecdotes</i>). (KCCRS:RI.6.3)							
2B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (KCCRS:RI.6.4) ii. 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. (KCCRS:RI.6.5) iii. Determine an author's point of view or purpose in a text and	12-14	<i>Lesson 9 – Text Structure</i> [RI.6.5] <i>Lesson 13 – Author's Purpose</i> [RI.6.4], [RI.6.6]		✓			
		15	<i>Bridge Lesson 8 – Context Clues</i> [RI.6.5] <i>Bridge Lesson 12 – General Comprehension 4</i> [RI.6.4], [RI.6.5], [RI.6.6]		✓			

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	explain how it is conveyed in the text. (KCCRS:RI.6.6)							
2C	Use Integration of Knowledge and Ideas to: i. Integrate information presented in different media or formats (e.g., <i>visually, quantitatively</i>) as well as in words to develop a coherent understanding of a topic or issue. (KCCRS:RI.6.7)	12-14	<i>Lesson 6- Predicting Outcome [RI.6.7], [RI.6.8]</i> <i>Lesson 7 – Drawing Conclusions [RI.6.8]</i> <i>Lesson 8 – Representing Text [RI.6.7]</i> <i>Lesson 11 – Compare and Contrast [RI.6.9]</i>		✓			
	ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (KCCRS:RI.6.8) iii. Compare and contrast	15	<i>Bridge Lesson 11 – General Comprehension 3 [RI.6.7] through [RI.6.9]</i>		✓			

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	one author's presentation of events with that of another (e.g., <i>a memoir written by and a biography on the same person</i>). (KCCRS:RI.6.9)				✓			
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (KCCRS:RI.6.10)	12-15	<i>All Lessons</i>		✓			
		Timeless Tales (TT) Units 1A	<i>Worlds of Wonder Passages, Teacher-Directed Lessons</i>		✓			

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		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons, World of Wonders Passages</i>		✓			
		TT Unit 3.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i>		✓			
		TT Unit 3.1B	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i>		✓			
(3) Combining different kinds of writing results in high-quality, first-draft text which leads to improved revisions.								
3A	Use Text Types and Purposes to: i. Write arguments to support claims with clear reasons and	13	<i>Writing Activities: Writing prompts from Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost</i>			✓		

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	relevant evidence. (KCCRS:W.6.1) ii. Introduce claim(s) and organize the reasons and evidence clearly. (KCCRS:W.6.1a) iii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (KCCRS:W.6.1b) iv. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (KCCRS:W.6.1c) v. Establish and maintain a formal style. (KCCRS:W.6.1d) vi. Provide a concluding statement or section that follows from the		<i>Treasure of the Ruby Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [W.6.1] through [W.6.1e]</i>					
		14	<i>Writing Activities: Writing prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.6.1] through [W.6.1e]</i>			✓		
		Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait [W.6.1] through [W.6.1c]</i>			✓		

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	argument presented. (KCCRS:W.6.1e)							
3B	Use Text Types and Purposes to: i. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (KCCRS:W6.2)	14	<i>Writing Activities: Writing prompts from Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.6.2] through [W.6.2f]</i>			✓		
	ii. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons [W.6.2b] through [W.6.2f]</i>			✓		

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	<p>(e.g., <i>headings</i>), <i>graphics</i> (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. (KCCRS:W.6.2a)</p> <p>iii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (KCCRS:W.6.2b)</p> <p>iv. Use appropriate transitions to clarify the relationships among ideas and concepts. (KCCRS:W.6.2c)</p> <p>v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (KCCRS:W.6.2d)</p> <p>vi. Establish and maintain</p>							

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	vii. a formal style. (KCCRS:W.6.2e) Provide a concluding statement or section that follows from the information or explanation presented. (KCCRS:W.6.2f)							
3C	Use Text Types and Purposes to: i. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (KCCRS:W.6.3) ii. Engage and orient the reader by establishing a context and introducing a narrator and/or characters;	Writing Rules!	<i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.6.3a], [W.6.3b], [W.6.e]</i>			✓		
		Writing Rules!	<i>Sentence Fluency Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons [W.6.3d]</i>			✓		

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	<p>organize an event sequence that unfolds naturally and logically. (KCCRS:W.6.3a)</p> <p>iii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (KCCRS:W.6.3b)</p> <p>iv. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (KCCRS:W.6.3c)</p> <p>v. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (KCCRS:W.6.3d)</p>							

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	vi. Provide a conclusion that follows from the narrated experiences or events. (KCCRS:W.6.3e)							
3D	Use the Production and Distribution of Writing to: i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (KCCRS:W.6.4) ii. With some guidance and support from peers and adults, develop and	Timeless Tales (TT) Unit 1. 1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		

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	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6 [of the CCSS].) (KCCRS:W.6.5)</p> <p>iii. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (KCCRS:W.6.6)</p>	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.4], [W.6.6]			✓		

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3E	Use Research to Build and Present Knowledge to: i. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (KCCRS:W.6.7) ii. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for	13	<i>Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [W.6.8], [W.6.9a]</i>			✓		

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	iii. sources. (KCCRS:W.6.8) Draw evidence from literary or informational texts to support analysis, reflection, and research. (KCCRS:W.6.9)	14	<i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.6.7] through [W.6.9b]</i>			✓		
	iv. Apply Grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (KCCRS:W.6.9a)	15	<i>Comprehension Lessons [W.6.9b]</i>			✓		
	v. Apply Grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the	TT Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.6.9b]</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.6.9b]</i>			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.6.9b]</i>			✓		

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	<i>argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</i> (KCCRS:W.6.9b)	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.9b]			✓		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.9b]			✓		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.6.9b]			✓		
3F	Use Range of Writing to: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (KCCRS:W.6.10)	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
(4) A variety of conversations about text aids in the analysis of that text.								
4A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (KCCRS:SL.6.1) ii. Come to discussions prepared, having read or studied required	15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [SL.6.1] through [SL.6.1d]</i>				✓	

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				1	2	3	4	5
	<p>material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (KCCRS:SL.6.1a)</p> <p>iii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (KCCRS:SL.6.1b)</p> <p>iv. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (KCCRS:SL.6.1c)</p> <p>v. Review the key ideas expressed and</p>							

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				1	2	3	4	5
	demonstrate understanding of multiple perspectives through reflection and paraphrasing. (KCCRS:SL.6.1d)							
4B	Use Comprehension and Collaboration to: i. Interpret information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study. (KCCRS:SL.6.2) ii. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (KCCRS:SL.6.3)	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [SL.6.2], [SL.6.3]</i>				✓	

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
4C	Use Presentation of Knowledge and Ideas to: i. 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. (KCCRS:SL.6.4) ii. Include multimedia components (e.g., <i>graphics, images, music, and sound</i>) and visual displays in presentations to clarify information. (KCCRS:SL.6.5) iii. Adapt speech to a variety of contexts and tasks, demonstrating	15	<i>Bridge Lessons 9-12: General Comprehension 1-4</i> [SL.6.4], [SL.6.5], [SL.6.6]				✓	

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	command of formal English when indicated or appropriate. (See Grade 6 Language Standards 1 and 3 [of the CCSS] for specific Expectations.) (KCCRS:SL.6.6)							
(5) Language involves vocabulary, punctuation, syntax, and their associated rules and functions.								
5A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (KCCRS:L.6.1)	Writing Rules!	<i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[L.6.1] through [L.6.1e]</i>					✓
	ii. Ensure that pronouns are in the proper case (subjective, objective,	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts</i> , <i>Teacher-Directed Lessons</i> <i>[L.6.1] through [L.6.1e]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	possessive). (KCCRS:L.6.1a)							
iii.	Use intensive pronouns (e.g., <i>myself, ourselves</i>). (KCCRS:L.6.1b)	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.1] through [L.6.1e]</i>					✓
iv.	Recognize and correct inappropriate shifts in pronoun number and person.* (KCCRS:L.6.1c)	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.1] through [L.6.1e]</i>					✓
v.	Recognize and correct vague pronouns (<i>i.e., ones with unclear or ambiguous antecedents</i>).* (KCCRS:L.6.1d)	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.1] through [L.6.1e]</i>					✓
vi.	Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.1] through [L.6.1e]</i>					✓
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.1] through [L.6.1e]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	(KCCRS:L.6.1e) <i>*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i>							
5B	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (KCCRS:L.6.2)	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓
	ii. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* (KCCRS:L.6.2a)	Timeless Tales (TT) Unit 1.1A)	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓
	iii. Spell correctly.	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	(KCCRS:L.6.2b)	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [L.6.2] through [L.6.2b]</i>					✓
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓
	<i>*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i>	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [L.6.2], [L.6.2a], [L.6.2b]</i>					✓
5C	Use Knowledge of Language to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (KCCRS:L.6.3) ii. Vary sentence patterns for meaning,	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [L.6.3], [L.6.3a], [L.6.3b]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	reader/listener interest, and style.* (KCCRS:L.6.3a) iii. Maintain consistency in style and tone.* (KCCRS:L.6.3b) <i>*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i>	Timeless Tales (TT) Unit 1.1A	<i>Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
		TT Unit 1.1B	<i>Fluency, Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
		TT Unit 2.1A	<i>Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
		TT Unit 2.1B	<i>Fluency, Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
		TT Unit 3.1A	<i>Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
		TT Unit 3.1B	<i>Fluency, Teacher-Directed Lessons [L.6.3], [L.6.3a]</i>					✓
5D	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	12-14	<i>Lesson 10A – Vocabulary: Context [L.6.4]</i>					✓
		Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities [L.6.4] through [L.6.4d]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	ii. Grade 6 reading and content, choosing flexibly from a range of strategies. (KCCRS:L.6.4) Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase. (KCCRS:L.6.4a) iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). (KCCRS:L.6.4b) iv. Consult reference materials (e.g., <i>dictionaries, glossaries,</i>	TT Unit 1.1B	<i>All Timeless Tales Activities [L.6.4] through [L.6.4d]</i>					✓
		TT Unit 2.1 A	<i>All Timeless Tales Activities [L.6.4] through [L.6.4d]</i>					✓
		TT Unit 2.1B	<i>All Timeless Tales Activities [L.6.4] through [L.6.4d]</i>					✓
		TT Unit 3.1A	<i>All Timeless Tales Activities (L.6.4) through (L.6.4d)</i>					✓
		TT Unit 3.1B	<i>All Timeless Tales Activities [L.6.4] through [L.6.4d]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	<i>thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (KCCRS:L.6.4c) v. Verify the preliminary determination of the meaning of a word or phrase (e.g., <i>by checking the inferred meaning in context or in a dictionary</i>). (KCCRS:L.6.4d)							
5E	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (KCCRS:L.6.5)	SBTR (Grades 6 & Up) Reading Comprehension	<i>Lesson 1.1C – Making Connections – Adapted Fables and Folktales [L.6.5] through [L.6.5c]</i>					✓
		12-14	<i>Lesson 10A – Vocabulary: Context [L.6.5c]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	ii. Interpret figures of speech (e.g., personification) in context. (KCCRS:L.6.5a)	SBTR 13	<i>Lesson 61 – Literature Analyzing Elements of Fiction: The Rainforest Howlers Chapters 1 & 2 [L.6.5] through [L.6.5c]</i>					✓
	iii. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (KCCRS:L.6.5b)							
	iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). (KCCRS:L.6.5c)	CBTR 15	<i>Bridge Lesson 4 – Similes [L.6.5] through [L.6.5c]</i> <i>Bridge Lesson – Metaphors [L.6.5] through [L.6.5c]</i> <i>Bridge Lesson – Context Clues [L.6.5] through [L.6.5c]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
5F	Use Vocabulary Acquisition and Use to: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (KCCRS:L.6.6)	CBTR 15	<i>Bridge Lesson 2 – Antonyms</i> <i>Bridge Lesson 3 – Synonyms</i>					✓
		Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 1.1B	<i>All Timeless Tales Activities</i>					✓
		TT Unit 2.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 2.1B	<i>All Timeless Tales Activities</i>					✓
		TT Unit 3.1A	<i>All Timeless Tales Activities</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 3.1B	<i>All Timeless Tales Activities</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
(1) Analyzing texts can reveal similarities in themes, can build reasoning skills, and can promote complex reading comprehension.								
1A	Use Key Ideas and Details to: i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RL.7.1) ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (KCCRS:RL.7.2) iii. Analyze how particular elements of a story or drama interact (e.g., <i>how setting shapes the characters or plot</i>). (KCCRS:RL.7.3)	12-14	Lesson 4 – Inferences [RL.7.1], [RL.7.2], [RL.7.3] Lesson 5 – Summarizing [RL.7.2] Lesson 6 – Predicting Outcomes [RL.7.1], [RL.7.2] Lesson 7 – Drawing Conclusions [RL.7.1], [RL.7.2], [RL.7.3] Lesson 11 – Compare and Contrast [RL.7.1], [RL.7.2], [RL.7.3]	✓				
		15	Lessons 9 -12: General Comprehension 1-4 [RL.7.1], [RL.7.2], [RL.7.3]	✓				
		Timeless Tales (TT) Unit 1.1A	Mulan, Wall of Water, Teacher-Directed Lessons [RL.7.2]	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, TDLs [RL.7.1], [RL.7.2]</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons [RL.7.2], [RL.7.3]</i>	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons [RL.7.1]</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [RL.7.1], [RL.7.3]</i>	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons [RL.7.], [RL.7.3]</i>	✓				
		TT Unit 4.1A	<i>Parts of a Film, Teacher-Directed Lessons [RL.7.1], [RL.7.2]</i>	✓				
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) on a specific	12-14	<i>Lesson 9 – Text Structure [RL.7.4]</i>	✓				
		15	<i>Lessons 9 -12: General Comprehension 1-4 [RL.7.1] through [RL.7.3]</i>	✓				
		Timeless Tales (TT)	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons</i>	✓				

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3 = Writing (W)

Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	ii. Analyze how a drama's or poem's form or structure (e.g., <i>soliloquy</i> , <i>sonnet</i>) contributes to its meaning. (KCCRS:RL.7.5) iii. Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts points of view of different characters or narrators in a text. (KCCRS:RL.7.6)	Unit 1.1B	[RL.7.4]					
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons</i> [RL.7.4]	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons</i> [RL.7.4]	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons</i> [RL.7.6]	✓				
		TT Unit 4.1A	<i>Parts of a Film, Teacher-Directed Lessons</i> [RL.7.5]					
		TT Unit 4.1B	<i>Original vs. Screenplay, Teacher-Directed Lessons</i> [RL.7.5]	✓				
1C	Use Integration of Knowledge and Ideas to: i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting</i> , <i>sound</i> , <i>color</i> , or	TT Unit 1 Extras	<i>Teacher-Directed Lessons</i> [RL.7.9]	✓				
		TT Unit 2 Extras	<i>Teacher-Directed Lessons</i> [RL.7.7], [RL.7.9]	✓				
		TT Unit 3 Extras	<i>Teacher-Directed Lessons</i> [RL.7.9]	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	ii. camera focus and angles in a film). (KCCRS:RL.7.7) 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. (KCCRS:RL.7.9)	TT Unit 4 Extras	Teacher-Directed Lessons [RL.7.7], [RL.7.9]	✓				
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (KCCRS:RL.7.10)	15	<i>Bridge Lessons 9 – 12: General Comprehension 1 - 4</i>	✓				
		Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, TDLs, World of Wonders Passages</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons, Worlds of Wonders Passages</i>	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons, Worlds of Wonders Passages</i>	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 4.1A	<i>Parts of a Film, World of Wonders Passages, Teacher-Directed Lessons</i>	✓				
(2) Comparing and contrasting text allows for a deeper understanding of that text.								
2A	Use Key Ideas and Details to: i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RI.7.1) ii. Determine two or more central ideas in a text and analyze their development	13-15	<i>Lesson 5 – Summarizing [RI.7.1], [RI.7.2], [RL.7.3]</i> <i>Lesson 6 – Predicting Outcomes [RI.7.1], [RI.7.2], [RL.7.3]</i> <i>Lesson 7 – Drawing Conclusions [RI.7.1], [RI.7.2], [RL.7.3]</i>		✓			

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Reading Standard Strands

1 = Literature (RL) 4 = Speaking & Listening (SL)
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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	iii. over the course of the text; provide an objective summary of the text. (KCCRS:RI.7.2) 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>). (KCCRS:RI.7.3)	14	<i>Lesson 16 – Bridge Lesson: Supporting Responses</i> [RI.7.1], [RI.7.2], [RL.7.3]		✓			
		15	<i>Lesson 8 – Bridge Lesson: Context Clues</i> [RI.7.1] <i>Lessons 10 – 12: General Comprehension 1-4</i> [RI.7.1], [RI.7.2], [RL.7.3]		✓			
		Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i> [RI.7.3]		✓			
2B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (KCCRS:RI.7.4) ii. Analyze the structure an author uses to organize a	13-15	<i>Lesson 13 – Author’s Purpose</i> [RI.7.4], [RI.7.5], [RI.7.6]		✓			
		14	<i>Lesson 16 – Supporting Responses</i> [RI.7.6]		✓			
		15	<i>Lessons 9 – 12: General Comprehension 1-4</i> [RI.7.4], [RI.7.5], [RI.7.6]		✓			

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	text, including how the major sections contribute to the whole and to the development of the ideas. (KCCRS:RI.7.5)							
	iii. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (KCCRS:RI.7.6)	Timeless Tales (TT) Unit 4.1A	<i>The Making of a Documentary, Teacher-Directed Lessons</i> [RI.7.6]		✓			
2C	Use Integration of Knowledge and Ideas to: i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>). (KCCRS:RI.7.7) ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is	14	<i>Bridge Lesson - Compare and Contrast</i> [RI.7.7], [RI.7.8] <i>Bridge Lesson - Supporting Responses</i> [RI.7.7], [RI.7.8], [RI.7.9]		✓			
		15	<i>Bridge Lessons 10-12: General Comprehension 2-4</i> [RI.7.7], [RI.7.8], [RI.7.9]		✓			
		Timeless Tales (TT) Unit 4.1B	<i>Biography, Teacher-Directed Lessons</i> [RI.7.7], [RI.7.9]		✓			

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				1	2	3	4	5
	relevant and sufficient to support the claims. (KCCRS:RI.7.8) iii. 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. (KCCRS:RI.7.9)							
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (KCCRS:RI.7.10)	Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i>		✓			
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons, World of Wonders Passages</i>		✓			
		TT Unit 3.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i>		✓			

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 3.1B	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i>		✓			
		TT Unit 4.1A	<i>The Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons</i>		✓			
		TT Unit 4.1B	<i>Biography, World of Wonders Passages, Teacher-Directed Lessons</i>		✓			
(3) Writing is a key means of asserting and defending claims.								
3A	Use Text Types and Purposes to: i. Write arguments to support claims with clear reasons and relevant evidence. (KCCRS:W.7.1) ii. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (KCCRS:W.7.1a)	12-14	Lesson 7 – Drawing Conclusions [W.7.1] through [W.7.1e]			✓		
		13	<i>Writing Activities: Writing prompts from Self-Selected Passages; Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits for the Rain Forest, The Mystery for the Phoenix Lights, What Time Is It?, A Desert</i>			✓		

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				1	2	3	4	5
	iii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (KCCRS:W.7.1b)		<i>Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [W.7.1] through [W.7.1e]</i>					
	iv. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (KCCRS:W.7.1c)	14	Writing Activities: Writing prompts from Self-Selected Passages: <i>Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool</i>			✓		
	iv. Establish and maintain a formal style. (KCCRS:W.7.1d)		<i>Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.7.1] through [W.7.1e]</i>					
	v. Provide a concluding statement or section that follows from and supports the argument presented. (KCCRS:W.7.1e)							
3B	Use Text Types and Purposes to: i. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons [W.7.2b] through [W.7.2f]</i>			✓		

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	<p>through the selection, organization, and analysis of relevant content. (KCCRS:W.7.2)</p> <p>ii. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. (KCCRS:W.7.2a)</p> <p>iii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (KCCRS:W.7.2b)</p> <p>iv. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>							

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				1	2	3	4	5
	(KCCRS:W.7.2c) v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (KCCRS:W.7.2d) vi. Establish and maintain a formal style. (KCCRS:W.7.2e) vii. Provide a concluding statement or section that follows from and supports the information or explanation presented. (KCCRS:W.7.2f)							
3C	Use Text Types and Purposes to: i. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (KCCRS:W.7.3) ii. Engage and orient the reader by establishing a context and point of view and introducing a narrator	Writing Rules!	<i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons [W.7.3]</i>			✓		
		Writing Rules!	<i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i>			✓		

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	and/or characters; organize an event sequence that unfolds naturally and logically. (KCCRS:W.7.3a)		<i>Personal Narrative Teacher-Directed Lessons [W.7.3a], [W.7.3b]</i>					
iii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (KCCRS:W.7.3b)	Writing Rules!	<i>Word Choice Trait Personal Narrative Teacher-Directed Lessons [W.7.3c]</i>			✓		
iv.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (KCCRS:W.7.3c)	Writing Rules!	<i>Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons [W.7.3d]</i>			✓		
v.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (KCCRS:W.7.3d)	Writing Rules!	<i>Conventions Trait Personal Narrative Teacher-Directed Lessons [W.7.3e]</i>			✓		
vi.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (KCCRS:W.7.3e)							

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3D	Use the Production and Distribution of Writing to: i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (KCCRS:W.7.4) ii. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 7 [of the CCSS].) (KCCRS:W.7.5) iii. Use technology, including	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons [W.7.4], [W.7.5]</i>			✓		
		Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (KCCRS:W.7.6)	TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.4], [W.7.6]</i>			✓		
3E	Use Research to Build and Present Knowledge to: i. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (KCCRS:W.7.7) ii. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of	13	<i>Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet</i> <i>Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Mystery of the Phoenix Lights, What Time is It?, A Desert Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [W.7.8], [W.7.9a]</i>			✓		

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	others while avoiding plagiarism and following a standard format for citation. (KCCRS:W.7.8)	14	<i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future</i> <i>Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool</i>			✓		
iii.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (KCCRS:W.7.9)		<i>Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.7.7] through [W.7.9b]</i>					
iv.	Apply Grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (KCCRS:W.7.9a)	15	<i>Comprehension Lessons [W.7.9b]</i>			✓		
		Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
v.	Apply Grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		

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	<i>evidence is relevant and sufficient to support the claims"). (KCCRS:W.7.9b)</i>	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
		TT Unit 3.1 A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
		TT Unit 3.1 B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
		TT Unit 4.1 A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
		TT Unit 4.1 B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.7.9]</i>			✓		
3F	Use Range of Writing to: i. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		

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	purposes, and audiences. (KCCRS:W.7.10)	TT Unit 2.B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
(4) Diverse media and formats should be used to integrate and evaluate information.								
4A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on Grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (KCCRS:SL.7.1)	15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [SL.7.1] through [SL.7.1d]</i>				✓	

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				1	2	3	4	5
	ii. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (KCCRS:SL.7.1a) iii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (KCCRS:SL.7.1b) iv. 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. (KCCRS:SL.7.1c) v. Acknowledge new information expressed by others and, when warranted, modify their own views.							

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				1	2	3	4	5
	(KCCRS:SL.7.1d)							
4B	Use Comprehension and Collaboration to: i. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., <i>visually, quantitatively, and orally</i>) and explain how the ideas clarify a topic, text, or issue under study. (KCCRS: SL.7.2) ii. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (KCCRS: SL.7.3)	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [SL.7.2], [SL.7.3]</i>				✓	
4C	Use Presentation of Knowledge and Ideas to: i. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [SL.7.4] through [SL.7.6]</i>				✓	
		Writing Rules!	<i>Ideas Trait Organization Trait</i>				✓	

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				1	2	3	4	5
	<p>descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (KCCRS: SL.7.4)</p> <p>ii. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (KCCRS: SL.7.5)</p> <p>iii. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 1 and 3 [of the CCSS] for specific expectations.) (KCCRS: SL.7.6)</p>		<p><i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[SL.7.4], [SL.7.6]</i></p>					
(5) A variety of specific words and phrases should be used to clarify meaning.								

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				1	2	3	4	5
5A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (KCCRS: L.7.1) ii. Explain the function of phrases and clauses in general and their function in specific sentences. (KCCRS: L.7.1a) iii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (KCCRS: L.7.1b) iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (KCCRS: L.7.1c) <i>*Skills are likely to require continued attention in higher grades as they are applied to</i>	Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.1] through [L.7.1c]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	<i>increasingly sophisticated writing and speaking.</i>							
5B	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (KCCRS: L.7.2) ii. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old [,] green shirt</i>). (KCCRS: L.7.2a) iii. Spell correctly. (KCCRS: L.7.2b)	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.2], [L.7.2a], [L.7.2b]</i>					✓
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling [L.7.2], [L.7.2a], [L.7.2b]</i>					✓
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.2], [L.7.2a], [L.7.2b]</i>					✓
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [L.7.2], [L.7.2a], [L.7.2b]</i>					✓
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.7.2], [L.7.2a], [L.7.2b]</i>					✓
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [L.7.2], [L.7.2a], [L.7.2b]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
5C	Use Knowledge of Language to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (KCCRS: L.7.3) ii. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (KCCRS: L.7.3a) <i>* Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i>	Writing Rules!	<i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 1.1A	<i>Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 1.1B	<i>Fluency, Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 2.1A	<i>Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 2.1B	<i>Fluency, Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 3.1A	<i>Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓
		TT Unit 3.1B	<i>Fluency, Teacher-Directed Lessons</i> <i>[L.7.3], [L.7.3a]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
5D	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (KCCRS: L.7.4) ii. Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase. (KCCRS: L.7.4a) iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	CBTR 12-14	<i>Lesson 9 – Text Structure [L.7.4] through [L.7.4d]</i> <i>Lesson 10 – Vocabulary: Context [L.7.4] through [L.7.4d]</i>					✓
		15	<i>Bridge Lesson 8: Context Clues [L.7.4] through [L.7.4d]</i>					✓
		Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓
		TT Unit 1.1B	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓
		TT Unit 2.1A	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	iv. (KCCRS: L.7.4b) Consult general and specialized reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.							
		TT Unit 2.1B	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓
		TT Unit 3.1A	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓
	v. (KCCRS: L.7.4c) Verify the preliminary determination of the meaning of a word or phrase (e.g., <i>by checking the inferred meaning in context or in a dictionary</i>). (KCCRS: L.7.4d)	TT Unit 3.1B	<i>All Timeless Tales Activities [L.7.4] through [L.7.4d]</i>					✓
5E	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (KCCRS: L.7.5)	15	<i>Bridge Lesson 1 – Analogies [L.7.5], [L.7.5b], [L.7.5c]</i> <i>Bridge Lesson 2 - Antonyms [L.7.5] through [L.7.5c]</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	ii. Interpret figures of speech (e.g., <i>literary, biblical, and mythological allusions</i>) in context. (KCCRS: L.7.5a) iii. Use the relationship between particular words (e.g., <i>synonym/antonym, analogy</i>) to better understand each of the words. (KCCRS: L.7.5b) iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). (KCCRS: L.7.5c)		<i>Bridge Lesson 3 – Synonyms [L.7.5] through [L.7.5c]</i> <i>Bridge Lesson 4 – Similes [L.7.5a]</i> <i>Bridge Lesson 5 – Metaphors [L.7.5a]</i> <i>Bridge lesson 8 – Context Clues [L.7.5b], [L.7.5c]</i>					
		Writing Rules!	<i>Voice Trait</i> <i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons [L.7.5], [L.7.5c]</i>					✓
5F	Use Vocabulary Acquisition and Use to: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	CBTR 15	<i>Bridge Lesson 2 – Antonyms</i> <i>Bridge Lesson 3 – Synonyms</i> <i>Bridge Lesson 8 – Context Clues</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	vocabulary knowledge when considering a word or phrase important to comprehension or expression. (KCCRS: L.7.6)							
		Writing Rules!	<i>Voice Trait Word Choice Trait Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons</i>					✓
		Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 1.1B	<i>All Timeless Tales Activities</i>					✓
		TT Unit 2.1A	<i>All Timeless Tales Activities</i>					✓

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3 = Writing (W)**

Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 2.1B	<i>All Timeless Tales Activities</i>					✓
		TT Unit 3.1A	<i>All Timeless Tales Activities</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 3.1B	<i>All Timeless Tales Activities</i>					✓

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
(1) Reading a wide range of texts across genres, cultures, and centuries can promote complex reading comprehension.								
1A	Use Key Ideas and Details to: i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RL.8.1) ii. Determine a theme or central idea of a text and analyze its development over the course of the text; including its relationship to the characters, setting, and plot; provide an objective summary of the text. (KCCRS:RL.8.2) iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	12-14	Lesson 4 – Inferences [RL.8.1], [RL.8.2], [RL.8.3] Lesson 5 – Summarizing [RL.8.2] Lesson 6 – Predicting Outcomes [RL.8.1], [RL.8.2] Lesson 7 – Drawing Conclusions [RL.8.1], [RL.8.2], [RL.8.3] Lesson 11 – Compare and Contrast [RL.8.1], [RL.8.2], [RL.8.3]	✓				
		15	Lessons 9 -12: General Comprehension 1-4 [RL.8.1], [RL.8.2], [RL.8.3]	✓				
		Timeless Tales Unit 1.1A	Mulan, Wall of Water, Teacher-Directed Lessons [RL.8.2]	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	(KCCRS:RL.8.3)	TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons</i> [RL.8.1], [RL.8.2]	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons</i> [RL.8.2], [RL.8.3]	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons</i> [RL.8.1]	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons</i> [RL.8.1], [RL.8.3]	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons</i> [RL.8.2], [RL.8.3]	✓				
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or	CBTR 14	<i>Lesson 10: Vocabulary – Context</i> [RL.8.4] <i>Lesson 13 - Author's Purpose</i> [RL.8.4], [RL.8.5], [RL.8.6] <i>Bridge Lesson 15 – Compare and Contrast</i> [RL.8.4], [RL.8.5], [RL.8.6]	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	allusions to other texts. (KCCRS:RL.8.4)		<i>Bridge Lesson 16 – Supporting Responses</i> [RL.8.6]					
	ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (KCCRS:RL.8.5)	CBTR 15	<i>Bridge Lesson 1- Analogies</i> [RL.8.4] <i>Bridge Lesson 10 – General Comprehension 2</i> [RL.8.4], [RL.8.5], [RL.8.6] <i>Bridge Lesson 11 – General Comprehension 3</i> [RL.8.6] <i>Bridge Lesson 12 – General Comprehension 4</i> [RL.8.4]	✓				
	iii. Analyze how differences in the points of view of the characters and the audience or reader (e.g., <i>created through the use of dramatic irony</i>) create such effects as suspense or humor. (KCCRS:RL.8.6)	SBTR	<i>Lesson 58 – Literature Biography: J.K. Rowling</i> [RL.8.4]	✓				
		Timeless Tales (TT)	<i>Mulan, Wall of Water, Teacher-Directed Lessons</i>	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		Unit 1.1A	[RL.8.5]					
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons</i> [RL.8.4]	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons</i> [RL.8.5]	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons</i> [RL.8.4]	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons</i> [RL.8.4]	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons</i> [RL.8.5], [RL.8.6]	✓				
1C	Use Integration of Knowledge and Ideas to: i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating	Timeless Tales (TT) Unit 1 Extras	Teacher-Directed Lessons [RL.8.9]	✓				
		TT Unit 2 Extras	<i>Teacher-Directed Lessons</i> [RL.8.9]	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	the choices made by the director or actors. (KCCRS:RL.8.7) ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (KCCRS:RL.8.9)	TT Unit 3 Extras	<i>Teacher-Directed Lessons [RL.8.9]</i>	✓				
1D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6–8 text complexity band independently and proficiently. (KCCRS:RL.8.10)	15	<i>Bridge Lessons 9 – 12: General Comprehension 1 – 4</i>	✓				
		Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons, World of Wonders Passages</i>	✓				
(2) Close reading of rigorous text allows for explicit understanding and analysis.								
2A	Use Key Ideas and Details to: i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (KCCRS:RI.8.1) ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective	14	<i>Bridge Lesson 11 – Compare and Contrast</i> [RI.8.1], [RI.8.2], [RI.8.3] <i>Bridge Lesson 16 – Supporting Responses</i> [RI.8.1], [RI.8.2], [RI.8.3]		✓			
		15	<i>Bridge Lessons 9-12: General Comprehension 1-4</i> [RI.8.1]		✓			

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	iii. summary of the text. (KCCRS:RI.8.2) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., <i>through comparisons, analogies, or categories</i>). (KCCRS:RI.8.3)	Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages, Teacher-Directed Lessons</i> [RI.8.3]		✓			
2B	Use Craft and Structure to:	12-14	<i>Lesson 9 – Text Structure</i> [RI.8.5] <i>Lesson 13 – Author’s Purpose</i> [RI.8.4], [RI.8.6]		✓			
	i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (KCCRS:RI.8.4) ii. 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.	15	<i>Bridge Lesson 8 – Context Clues</i> [RI.8.5] <i>Bridge Lesson 12 – General Comprehension 4</i> [RI.8.4], [RI.8.5], [RI.8.6]		✓			

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	iii. (KCCRS:RI.8.5) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (KCCRS:RI.8.6)							
2C	Use Integration of Knowledge and Ideas to: i. Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea. (KCCRS:RI.8.7) ii. 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. (KCCRS:RI.8.8)	12-14	<i>Lesson 6- Predicting Outcome [RI.8.7], [RI.8.8]</i> <i>Lesson 7 – Drawing Conclusions [RI.8.8]</i> <i>Lesson 8 – Representing Text [RI.8.7]</i> <i>Lesson 11 – Compare and Contrast [RI.8.9]</i>		✓			
		15	<i>Bridge Lesson 10 – General Comprehension 2 [RI.8.9]</i> <i>Bridge Lesson 11 – General Comprehension 3 [RI.8.7], [RI.8.8], [RI.8.9]</i>		✓			
	iii. Analyze a case in which two							

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				1	2	3	4	5
	or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (KCCRS:RI.8.9)							
2D	Use Range and Level of Text Complexity to: By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6–8 text complexity band independently and proficiently. (KCCRS:RI.8.10)	Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages</i>		✓			
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons, World of Wonders Passages</i>		✓			
		TT Unit 3.1A	<i>World of Wonders Passages, Teacher-Directed Lessons</i>		✓			
		TT Unit 3.1B	<i>World of Wonders Passages, Teacher-Directed Lessons</i>		✓			
(3) Writing aids in the development of real or imagined experiences using effective techniques and well-chosen details.								
3A	Use Text Types and Purposes to: i. Write arguments to support	14	<i>Writing Activities: Writing prompts from Self-Selected Passages: Man</i>			✓		

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	claims with clear reasons and relevant evidence. (KCCRS:W.8.1) ii. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (KCCRS:W.8.1a) iii. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (KCCRS:W.8.1b) iv. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (KCCRS:W.8.1c) v. Establish and maintain a formal style. (KCCRS:W.8.1d)		<i>on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [W.8.1] through [W.8.1e]</i>					
		Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [W.8.1] through [W.8.1e]</i>			✓		

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				1	2	3	4	5
	vi. Provide a concluding statement or section that follows from and supports the argument presented. (KCCRS:W.8.1e)							
3B	Use Text Types and Purposes to: i. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (KCCRS:W.8.2) ii. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension. (KCCRS:W.8.2a) iii. Develop the topic with relevant, well-chosen facts,	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons [W.8.2c] through [W.8.2f]</i>			✓		

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	definitions, concrete details, quotations, or other information and examples. (KCCRS:W.8.2b) iv. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (KCCRS:W.8.2c) v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (KCCRS:W.8.2d) vi. Establish and maintain a formal style. (KCCRS:W.8.2e) vii. Provide a concluding statement or section that follows from and supports the information or explanation presented. (KCCRS:W.8.2e)							
3C	Use Text Types and Purposes to: i. Write narratives to develop real or imagined	Writing Rules!	<i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice trait</i>			✓		

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	experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (KCCRS:W.8.3) ii. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (KCCRS:W.8.3a) iii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (KCCRS:W.8.3b) iv. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		<i>Word Choice Trait</i> <i>Sentence Fluency Trait</i> <i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.8.3]</i>					
		Writing Rules!	<i>Ideas Trait</i> <i>Organization Trait</i> <i>Voice Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.8.3a], [W.8.3b]</i>			✓		
		Writing Rules!	<i>Word Choice Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.8.3c]</i>			✓		
		Writing Rules!	<i>Sentence Fluency Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.8.3d]</i>			✓		
		Writing Rules!	<i>Conventions Trait</i> <i>Personal Narrative</i> <i>Teacher-Directed Lessons</i> <i>[W.8.3e]</i>			✓		

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	(KCCRS:W.8.3c) v. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (KCCRS:W.8.3d) vi. Provide a conclusion that follows from and reflects on the narrated experiences or events. (KCCRS:W.8.3e)							
3D	Use Production and Distribution of Writing to: i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (KCCRS:W.8.4) ii. With some guidance and support from peers and adults, develop and	Writing Rules!	<i>Personal Narrative Teacher-Directed Lessons [W.8.4], [W.8.5]</i>			✓		
		Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.8.4], [W.8.6]</i>			✓		
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.8.4], [W.8.6]</i>			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		

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	strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 8 [of the CCSS].) (KCCRS:W.8.5) iii. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (KCCRS:W.8.6)		<i>[W.8.4], [W.8.6]</i>					
		TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons <i>[W.8.4], [W.8.6]</i>			✓		
		TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons <i>[W.8.4], [W.8.6]</i>			✓		
		TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons <i>[W.8.4], [W.8.6]</i>			✓		
3E	Use Research to Build and Present Knowledge to: i. Conduct short research projects to answer a question (including a self-	14	<i>Books: Race to the Moon, Visit Yellowstone, A Renewable Future</i> <i>Self-Selected Passages: Man on a Wire, Escaping Gravity's Grasp, Asteroid Hunters, Myths of the</i>			✓		

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	generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (KCCRS:W.8.7) ii. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (KCCRS:W.8.8)		<i>Great Bear, How Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle</i> [W.8.7] through [W.8.9b]					
		15	<i>Comprehension Lessons</i> [W.8.9b]			✓		
		Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.8.9]			✓		
	iii. Draw evidence from literary or informational texts to support analysis, reflection, and research. (KCCRS:W.8.9) iv. Apply Grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.8.9]			✓		
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.8.9]			✓		
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i> [W.8.9]			✓		

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	<i>themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</i> (KCCRS:W.8.9a) v. Apply Grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (KCCRS:W.8.9b)	TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [W.8.9]			✓		
		TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [W.8.9]			✓		
3F	Use Range of Writing to: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	Timeless Tales (TT) Unit 1.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons			✓		
		TT Unit 1.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons			✓		

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Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
	discipline-specific tasks, purposes, and audiences. (KCCRS:W.8.10)							
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons</i>			✓		
(4) Listening attentively to others allows for better analysis and synthesis of ideas.								
4A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (KCCRS:SL.8.1)	15	<i>Bridge Lessons 10-12: General Comprehension 2-4 [SL.8.1] through [SL.8.1d]</i>				✓	

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	ii. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (KCCRS:SL.8.1a) iii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (KCCRS:SL.8.1b) iv. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (KCCRS:SL.8.1c) v. Acknowledge new information expressed by others, and, when warranted, qualify or justify							

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				1	2	3	4	5
	their own views in light of the evidence presented. (KCCRS:SL.8.1d)							
4B	Use Comprehension and Collaboration to: i. Analyze the purpose of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) and evaluate the motives (e.g., <i>social, commercial, political</i>) behind its presentation. (KCCRS:SL.8.2) ii. 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. (KCCRS:SL.8.3)	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [SL.8.2], [SL.8.3]</i>				✓	
		Timeless Tales (TT) Unit 1.1A	<i>Teacher-Directed Lessons [SL.8.3]</i>				✓	
		TT Unit 1.1B	<i>Fluency, Teacher-Directed Lessons [SL.8.3]</i>				✓	
		TT Unit 2.1A	<i>Teacher-Directed Lessons [SL.8.3]</i>				✓	
		TT Unit 2.1B	<i>Fluency, Teacher-Directed Lessons [SL.8.3]</i>				✓	
		TT Unit 3.1A	<i>Teacher-Directed Lessons [SL.8.3]</i>				✓	

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				1	2	3	4	5
		TT Unit 3.1B	<i>Fluency, Teacher-Directed Lessons [SL.8.3]</i>				✓	
4C	Use Presentation of Knowledge and Ideas to: i. 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. (KCCRS:SL.8.4) ii. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (KCCRS:SL.8.5) iii. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	15	<i>Bridge Lessons 9-12: General Comprehension 1-4 [SL.8.4] through [SL.8.6]</i>				✓	
		Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [SL.8.4], [SL.8.6]</i>				✓	
		Timeless Tales (TT) Unit 1.1.A	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	
		TT Unit 1.1B	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	
		TT Unit 2.1A	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	

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	(See Grade 8 Language standards 1 and 3 [of the CCSS] for specific expectations.) (KCCRS:SL.8.6)	TT Unit 2.1B	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	
		TT Unit 3.1A	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	
		TT Unit 3.1B	<i>All Timeless Tales Activities [SL.8.4]</i>				✓	
(5) Words should be seen as a network of other words.								
5A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (KCCRS:L.8.1) ii. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (KCCRS:L.8.1a) iii. Form and use verbs in the active and passive voice. (KCCRS:L.8.1b)	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1]</i>					✓
		TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1] through [L.8.1d]</i>					✓
		TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1] through [L.8.1d]</i>					✓
		TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1] through [L.8.1d]</i>					✓

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				1	2	3	4	5
	iv. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (KCCRS:L.8.1c)	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1] through [L.8.1d]</i>					✓
	v. Recognize and correct inappropriate shifts in verb voice and mood.* (KCCRS:L.8.1d) *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.1] through [L.8.1d]</i>					✓
5B	Use Conventions of Standard English to:	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
	i. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (KCCRS:L.8.2)	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
	ii. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (KCCRS:L.8.2a)	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
	iii. Use an ellipsis to indicate an							

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	iv. omission. (KCCRS:L.8.2b) Spell correctly. (KCCRS:L.8.2c)	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher- Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher- Directed Lessons [L.8.2] through [L.8.2c]</i>					✓
5C	Use Knowledge of Language to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (KCCRS:L.8.3) ii. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., <i>emphasizing the actor or the action; expressing uncertainty or describing a state contrary</i>	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [L.8.3], [L.8.3a]</i>					✓

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	<i>to fact</i>). (KCCRS:L.8.3a)							
5D	Use Vocabulary Acquisition and Use to: i. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i> , choosing flexibly from a range of strategies. (KCCRS:L.8.4) ii. Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a word or phrase. (KCCRS:L.8.4a) iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>). (KCCRS:L.8.4b) iv. Consult general and	Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓
		TT Unit 1.1B	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓
		TT Unit 2.1A	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓
		TT Unit 2.1B	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓
		TT Unit 3.1A	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓
		TT Unit 3.1B	<i>All Timeless Tales Activities [L.8.4] through [L.8.4d]</i>					✓

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	specialized reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (KCCRS:L.8.4c) v. Verify the preliminary determination of the meaning of a word or phrase (e.g., <i>by checking the inferred meaning in context or in a dictionary</i>). (KCCRS:L.8.4d)							
5E	Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (KCCRS:L.8.5) ii. Interpret figures of speech (e.g. <i>verbal irony, puns</i>) in context. (KCCRS:L.8.5a)	CBTR 15	<i>Bridge Lesson 1 – Analogies</i> [L.8.5], [L.8.5b], [L.8.5c] <i>Bridge Lesson 2 - Antonyms</i> [L.8.5] through [L.8.5c] <i>Bridge Lesson 3 – Synonyms</i> [L.8.5 through [L.8.5c] <i>Bridge Lesson 4 – Similes</i> [L.8.5a]					✓

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	iii. Use the relationship between particular words to better understand each of the words. (KCCRS:L.8.5b) iv. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). (KCCRS:L.8.5c)		<i>Bridge Lesson 5 – Metaphors [L.8.5a]</i> <i>Bridge lesson 8 – Context Clues [L.8.5b], [L.8.5c]</i>					
5F	Use Vocabulary Acquisition and Use to: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (KCCRS:L.8.6)	Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 1.1B	<i>All Timeless Tales Activities</i>					✓

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				1	2	3	4	5
		TT Unit 2.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 2.1B	<i>All Timeless Tales Activities</i>					
		TT Unit 3.1A	<i>All Timeless Tales Activities</i>					✓
		TT Unit 3.1B	<i>All Timeless Tales Activities</i>					✓