Istation Reading Curriculum Correlated to

Georgia Standards of Excellence (GSE) for English Language Arts and Literacy



Copyright $\textcircled{\sc copy}$ 2015 Istation - All rights reserved

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L)

3 = Writing (W)

Standards	Skills	Cycle	Activities	F	Reading	Standar	d Strand	ds
				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	12-14	Lesson 12A Sequence [6RL3]	✓				
	 what the text says explicitly as well as inferences drawn from the text. (ELAGSE6RL1) 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. (ELAGSE6RL2) iii. Describe how a 	14	Bridge Lessons 11 & 15 - Compare and Contrast [6RL1], [6RL3] Bridge Lesson 16 – Supporting Responses [6RL1], [6RL3]	✓				
		15	Bridge Lesson 8 – Context Clues [6RL2], [6RL3] Bridge Lesson 11 – General Comprehension 3 [6RL1], [6RL2], [6RL3]	~				
	particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or	Timeless Tales (TT) Unit 1.1A	Mona Lisa, Unexpected Treasure World of Wonders Passages, Teacher-Directed Lessons [6RL1]	~				
Reading Curr	iculum Correlations		2 Copyright	t © 201	5 Istatio	n - All rig	hts rese	rved

 Legend:
 Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	R	leading	Standaı	rd Strand	ls
				1	2	3	4	5
	change as the plot moves toward a resolution. (ELAGSE6RL3)	TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons [6RL1]</i>	v				
	. ,	TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [6RL1], [6RL3]</i>	~				
		TT Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons [6RL2]</i>	✓				
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons [6RL2]</i>	~				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons [6RL2], [6RL3]</i>	~				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons [6RL2]</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [6RL1]</i>	~				

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities	R	leading	Standar	d Strand	ls
				1	2	3	4	5
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons [6RL3]</i>	~				
		TT Unit 4.1A	<i>Parts of a Film, World of Wonders Passages, Teacher-Directed Lessons [6RL1], [6RL2]</i>	~				
1B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are	12-14	Lesson 13A Author's Purpose [6RL5], [6RL6]	~				
	phrases as they are used in a text, including figurative and connotative meanings; analyze the	15	Bridge Lesson 10 - General Comprehension 2 [6RL5], [6RL6]	~				
	impact of a specific word choice on meaning and tone. (ELAGSE6RL4)	15	Bridge Lessons 9-12: General Comprehension 1-4 [6RL5], [6RL6]	~				
	 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of 	Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons [6RL5]</i>					

Reading Curriculum Correlations

4

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities	F	Reading	Standa	d Strand	ls
				1	2	3	4 4 hts reser	5
	the theme, setting, or plot. (ELAGSE6RL5) iii. Explain how an author develops the point of	Timeless Tales (TT) Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons [6RL4], [6RL5]</i>					
	view of the narrator or speaker in a text. (ELAGSE6RL6)	TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages [6RL5]</i>	~				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher- Directed Lessons [6RL4], [6RL5]</i>	~				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [6RL4]</i>	~				
		TT Unit 3.1B	<i>Masks, Teacher-Directed Lessons [6RL5]</i>	~				
		TT Unit 4.1A	<i>Parts of a Film, World of Wonders Passages, Teacher-Directed Lessons [6RL5]</i>	~				
		TT Unit 4.1B	<i>Original vs. Screenplay, World of Wonders Passages, Teacher-Directed Lessons [6RL5]</i>	~				

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	R	leading st	Standar	rd Strands				
				1	2	3	4	5			
1C	Use Integration of Knowledge and Ideas to: i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they	Timeless Tales (TT) Unit 1 Extras	<i>Teacher-Directed Lessons [6RL7], [6RL9]</i>	✓							
	version of the text, including contrasting what they "see" and	TT Unit 2 Extras	<i>Teacher-Directed Lessons [6RL7], [6RL9]</i>	✓							
	perceive when they listen or watch. (ELAGSE6RL7) ii. Compare and contrast	TT Unit 3 Extras	<i>Teacher-Directed Lessons [6RL7], [6RL9]</i>	✓							
	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. (ELAGSE6RL9)	TT Unit 4 Extras	<i>Teacher-Directed Lessons [6RL7], [6RL9]</i>	~							

Reading Curriculum Correlations

6

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L)

3 = Writing (W)

Standards	Skills	Cycle	Activities		Reading	Standar	d Stran	ds
				1	2	3	4	5
1D	D 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. (ELAGSE6RL10)	TT Unit 1.1A	Mulan, Wall of Water, World of Wonders Passages, Teacher-Directed Lessons	~				
		read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text complexity band proficiently, with scaffolding as needed	Mona Lisa, Unexpected Treasure, World of Wonders Passages, Teacher-Directed Lessons	~				
				The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages	~			
		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	Masks, Teacher-Directed Lessons, World of Wonders Passage	V				

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing (W)

Standards	Skills	Cycle	Activities	R	Reading	Standar	d Strand	ls
				1	2	3	4	5
		TT Unit 4.1A	Parts of a Film, World of Wonders Passages, Teacher-Directed Lessons	~				
		TT Unit 4.1B	<i>Original vs. Screenplay, World of Wonders Passages, Teacher-Directed Lessons</i>	~				
	f ideas, themes and their provide a deeper g of the text.							
2A	Use Key Ideas and Details to: i. Cite textual evidence to support analysis of	14	Bridge Lesson 16: Supporting Responses [6RI1], [6RI2], [6RI3]		~			
	what the text says explicitly as well as inferences drawn from the text. (ELAGSE6RI1) ii. Determine a central idea of a text and how	15	Bridge Lessons 9-12: General Comprehension1-4 [6RI1]		~			

Reading Curriculum Correlations

8

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	Reading Sta		Standaı	andard Strands				
				:	1	2	3	rd Strand 4	5		
	it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (ELAGSE6RI2) iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (<i>e.g., through</i> <i>examples or</i> <i>anecdotes</i>). (ELAGSE6RI3)	Timeless Tales (TT) Unit 1.1A	Worlds of Wonders Passages & Wr Prompts, Teacher-Directed Lesson [6RI3]								
2B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, including figurative,	12-14	Lesson 9 – Text Structure [6RI5] Lesson 13 – Author's Purpose [6RI4], [6RI6]			✓ 					
	connotative, and technical meanings. (ELAGSE6RI4) ii. Analyze how a	15	Bridge Lesson 8 – Context Clues [6RI5] Bridge Lesson 12 – General			~					

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	R	eading	Standar	d Strand	ls
		- The second		1	2	3	4	5
	particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (ELAGSE6RI5) iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (ELAGSE6RI6)		Comprehension 4 [6RI4], [6RI5], [6RI6]					
2C	Use Integration of Knowledge and Ideas to: i. Integrate information presented in different media or formats (<i>e.g.</i> , <i>visually</i> , <i>quantitatively</i>) as well as in words to develop a coherent understanding of a topic or issue. (ELAGSE6RI7)	12-14	Lesson 6- Predicting Outcome [6RI7], [6RI8] Lesson 7 – Drawing Conclusions [6RI8] Lesson 8 – Representing Text [6RI7] Lesson 11 – Compare and Contrast [6RI9]		~			

10

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)

- 4 = Speaking & Listening (SL)
- 5 = Language (L)

andards	Skills	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	rd Strand 4	5
	ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence	15	Bridge Lesson 11 – General Comprehension 3 [6RI7], [6RI8], [6RI9]		×			
	from claims that are not. (ELAGSE6RI8) iii. Compare and contrast one author's presentation of events with that of another (<i>e.g., a memoir</i> <i>written by and a</i> <i>biography on the same</i> <i>person</i>). (ELAGSE6RI9)	Timeless Tales (TT) Units 4.1A	The Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons [6RI7], [6RI9]					
2D	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literary nonfiction in the	12-15	All Lessons		×			

ixth Grade			Legend: Georgia Standards of Excellence (GSE) for English Language <u>Reading Standard Strands</u> 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing (W)						
tandards	Skills	Cycle Act	Activities	Reading Standard Strands					
	<u>o</u> nno	Cycle		1	2	3	4	5	
	Grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Timeless Tales (TT) Units 1A	Worlds of Wonder Passages, Teacher-Directed Lessons		✓				
	(ELAGSE6RI10)	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	Worlds of Wonders Passages, Teacher-Directed Lessons		✓				

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- Skills Cycle Activities **Reading Standard Strands** Standards 5 1 2 3 4 TT Unit The Making of a Documentary, World of 1 4.1A Wonders Passages, Teacher-Directed Lessons ~ TT Unit Biography, World of Wonders Passages, 4.1B Teacher-Directed Lessons (3) Combining different kinds of writing results in high-quality, first-draft text which leads to improved revisions. Use Text Types and Purpose 13 Writing Activities: Writing prompts from \checkmark 3A Self-Selected Passages: ; Monkey to: Trouble, Monkey Brothers and the Hero i. Write arguments to support claims with Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost clear reasons and Treasure of the Ruby Dagger, Night relevant evidence. (ELAGSE6W1) Spirits for the Rain Forest, The Mystery Introduce claim(s) and for the Phoenix Lights, What Time Is It?, ii. A Desert Filled with Colonies, Ghost organize the reasons Dancers, A Vaguero's Life, Ghost Party and evidence clearly. [6W1] through [6W1e] (ELAGSE6W1a) Support claim(s) with iii. \checkmark clear reasons and 14 Writing Activities: relevant evidence, Writing prompts from Self-Selected using credible sources Passages: Man on a Wire, Escaping

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L)

3 = Writing (W)

Standards	Skills	Cycle	Activities		Reading	Standar	d Strand	ls
				1	2	3	4	5
	 and demonstrating an understanding of the topic or text. (ELAGSE6W1b) iv. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (ELAGSE6W1c) v. Establish and maintain a formal style. (ELAGSE6W1d) vi. Provide a concluding statement or section that follows from the argument presented. (ELAGSE6W1e) 	Writing Rules!	Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make a Car Go Green?, It's A BirdIt's a PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [6W1] through [6W1e] Ideas Trait Organization Trait Voice Trait Word Choice Sentence Fluency Conventions Personal Narrative Expository Essay [6W1] through [6W1e]			✓		
3A (Cont.)	Use Text Types and Purpose to: i. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and	14	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 BirdIt's a PlaneIt's a Jetman!, A Boone for the			~		
Reading Curr	iculum Correlations		14 Copyrig	ht © 20)15 Istati	on - All ri	ghts rese	erved

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Reading	Standar	d Stran	ds
				1	2	3	4	5
	information through the selection, organization, and analysis of relevant content. (KCCRS:W62) ii. Introduce a topic;	Writing Rules!	Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [W62] through [W62f] Expository Essay Teacher-Directed Lessons			✓		
	organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (<i>e.g., headings</i>), graphics (<i>e.g.,</i> charts, tables), and multimedia when useful to aiding comprehension. (ELAGSE6W2a) iii. Develop the topic with relevant facts, definitions, concrete details, quotations, or		[W62] through [W62f] Personal Narrative Teacher-Directed Lessons [W62b] through [W62f]					

Sixth Grac	le		<u>Legend</u> : Georgia Standards of Exce <u>Reading St</u> 1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)	andard St 4 =	trands	g & Listen		Arts
Standards	Skills	Cycle	Activities	R	eading	Standar	d Strand	ls
	other information an	d		1	2	3	4	5
	 examples. (ELAGSE6W2b) iv. Use appropriate transitions to clarify the relationships among ideas and concepts. (ELAGSE6W2c) v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (ELAGSE6W2c) vi. Establish and mainta a formal style. (ELAGSE6W2e) vii. Provide a concluding statement or section that follows from the information or explanation presente (ELAGSE6W2f) 	e 1) ain						
3A (Cont.)	Use Text Types and Purpose to: i. Write narratives to	e Writing Rules!	Organization Trait Conventions Trait Personal Narrative			~		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

2 = Reading Informational (R)3 = Writing (W) 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities	R	leading	Reading Standard			
				1	2	3	4	5	
	develop real or imagined experiences or events using		<i>Teacher-Directed Lessons [6W3], [6W3a], [6W3b], [6W3e]</i>						
	effective technique, relevant descriptive details, and well- structured event sequences. (ELAGSE6W3)	Writing Rules!	<i>Word Choice Trait Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons [6W3c], [6W3d]</i>			✓ 			
	ii. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (ELAGSE6W3a)								
	 iii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (ELAGSE6W3b) iv. Use a variety of 								
	transition words,								

 Istation ELAR Reading Curriculum

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)
 5 = Language (L)

				1	2	3	4	5
	 phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (ELAGSE6W3c) v. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (ELAGSE6W3d) vi. Provide a conclusion that follows from the narrated experiences or events. (ELAGSE6W3e) 							
3B	Use the Production and Distribution of Writing to: i. Produce clear and coherent writing in which the	Timeless Tales (TT) Unit 1. 1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]</i>			V		
	development, organization, and style are appropriate to	TT Unit 1.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]			~		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards		Skills	Cycle	Activities	F	ls			
					1	2	3	4	5
	au <i>sp</i>	isk, purpose, and udience. (<i>Grade-</i> pecific expectations or writing types are	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [W.6.4], [6W5], [W.6.6]</i>			~		
	<i>1-</i> (E	efined in standards -3 above.) ELAGSE6W4) Vith some guidance	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]</i>			•		
	pe de	nd support from eers and adults, evelop and rrengthen writing as	TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]			~		
	re re	eeded by planning, evising, editing, ewriting, or trying a ew approach.	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]</i>			~		
	cc de co	Editing for ponventions should emonstrate pommand of Language	TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]</i>			~		
	ar [o (E	tandards 1–3 up to nd including Grade 6 of the CCSS].) ELAGSE6W5)	TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W4], [6W5], [6W6]</i>			•		
	in	se technology, cluding the Internet, produce and							

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	F	Reading	Standar	d Strand	ls
				1	2	3	4	5
	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. (ELAGSE6W6)							
3C	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. (ELAGSE6W7) ii. Gather relevant information from multiple print and digital sources; assess the credibility of each	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet 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 [6W8], [6W9a]			×		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

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

5

Skills Cycle Activities **Reading Standard Strands** Standards 1 2 3 4 ~ 14 source; and quote or Books: Race to the Moon, Visit paraphrase the data Yellowstone, A Renewable Future Self-Selected Passages: Man on a Wire, and conclusions of others while avoiding Escaping Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How plagiarism and providing basic Can Brown Make a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A bibliographic information for Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel sources. (ELAGSE6W8) Blog, Journey Through the Triangle [6W7] through [6W9b] Draw evidence from iii. literary or 15 Comprehension Lessons \checkmark informational texts to support analysis, [6W9] reflection, and research. World of Wonders Writing Prompts, \checkmark TT Unit (ELAGSE6W9) 1.1A Teacher-Directed Lessons iv. Apply Grade 6 Reading [6W9] standards to literature (e.q., "Compare and ~ TT Unit World of Wonders Writing Prompts, contrast texts in 1.1B Teacher-Directed Lessons different forms or [6W9] genres [e.g., stories and poems; historical World of Wonders Writing Prompts, \checkmark TT Unit novels and fantasy 2.1A Teacher-Directed Lessons stories] in terms of [6W9] their approaches to

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities	F	Reading Standard Strands				
				1	2	3	4	5	
	similar themes and topics"). (ELAGSE6W9a) v. Apply Grade 6 Reading standards to literary	TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W9]			~			
	nonfiction (<i>e.g.,</i> "Trace and evaluate the argument and specific claims in a text, distinguishing claims	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W9]</i>			✓ 			
	<i>that are supported by reasons and evidence from claims that are not"</i>).	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W9]</i>			v			
	(ELAGSE6W9b)	TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W9]</i>			~			
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W9]</i>			v			
3D	Use Range of Writing to: Write routinely over extended time frames (time for research,	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]</i>			×			

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)

ting (w)	
ities	Reading Standard Strands

Standards	Skills	Cycle	Activities	Reading Standard Strands				
				1	2	3	4	5
	<i>reflection, and</i> <i>revision</i>) and shorter time frames (<i>a single</i> <i>sitting or a day or two</i>)	TT Unit 1.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]			~		
	for a range of discipline-specific tasks, purposes, and audiences.	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]</i>			~		
	(ELAGSE6W10)	TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]			~		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]</i>			✓		
		TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]			~		
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]</i>			~		
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6W10]</i>			V		

Reading Curriculum Correlations

Copyright © 2015 Istation - All rights reserved

Istation ELAR Reading Curriculum Sixth Grade Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L)3 = Writing (W) Skills Cycle Activities **Reading Standard Strands** Standards 5 1 2 3 4 (4) A variety of conversations about text aids in the analysis of that text. √ Use Comprehension and 4A 15 Bridge Lessons 10-12: General Collaboration to: Comprehension 2-4 Engage effectively in a [6SL1] through [6SL1d] i. range of collaborative discussions (one-on-Bridge Lessons 9-12: General one, in groups, and Comprehension 1-4 [6SL2], [6SL3] teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (ELAGSE6SL1) Come to discussions ii. prepared, having read

Reading Curriculum Correlations

or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

 Istation ELAR Reading Curriculum Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts Reading Standard Strands

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

 Standards
 Skills
 Cycle
 Activities
 Reading Standard Strands 1
 2
 3
 4
 5

		1	2	3	4	5
discussion. (ELAGSE6SL1a) iii. Follow rules for collegial discussions, set specific goals and						
deadlines, and define individual roles as needed. (ELAGSE6SL1b) iv. Pose and respond to						
specific questions with elaboration and detail by making comments that contribute to the						
topic, text, or issue under discussion. (ELAGSE6SL1c) v. Review the key ideas						
expressed and demonstrate understanding of multiple perspectives through reflection and						
vi. Interpret information presented in diverse						

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	F	Standar	d Strand	ds	
		Ē		1	2	3	4	5
	media and formats (<i>e.g., visually,</i> <i>quantitatively, orally</i>) and explain how it contributes to a topic, text, or issue under study. (ELAGSE6SL2) vii. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (ELAGSE6SL3)							
4B	Use Presentation of Knowledge and Ideas to: i. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to	15	Bridge Lessons 9-12: General Comprehension 1-4 [6SL4], [6SL5], [6SL6]				×	

 Istation ELAR Reading Curriculum

 Sixth Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	Reading Standard Strands						
				1	2	3	4	5		
	accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (ELAGSE6SL4) ii. Include multimedia components (<i>e.g.</i> , <i>graphics, images,</i> <i>music, and sound</i>) and visual displays in presentations to clarify information. (ELAGSE6SL5) iii. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (<i>See</i> <i>Grade 6 Language</i> <i>Standards 1 and 3</i> [of the CCSS] <i>for specific</i> <i>Expectations.</i>) (ELAGSE6SL6)									

Istation ELAR Reading Curriculum Sixth Grade Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L)3 = Writing(W)Skills Cycle Activities **Reading Standard Strands** Standards 5 1 2 3 4 (5) Language involves vocabulary, punctuation, syntax, and their associated rules and functions. ~ 5A Use Conventions of Standard Writing Ideas Trait English to: Rules! Organization Trait Demonstrate Voice Trait i. command of the Word Choice Trait conventions of Sentence Fluency Trait Standard English Conventions Trait grammar and usage Personal Narrative when writing or Teacher-Directed Lessons speaking. [6L1] through [6L1e] (ELAGSE6L1) Ensure that pronouns World of Wonders Writing Prompts, \checkmark Timeless ii. are in the proper case Tales TT) Teacher-Directed Lessons (subjective, objective, Unit [6L1] through [6L1e] possessive). 1.1A (ELAGSE6L1a) Use intensive iii. World of Wonders Writing Prompts, \checkmark TT Unit pronouns (e.g., Teacher-Directed Lessons 1.1Bmyself, ourselves). [6L1] through [6L1e] (ELAGSE6L1b) Recognize and correct iv. World of Wonders Writing Prompts, ~ TT Unit inappropriate shifts in Teacher-Directed Lessons 2.1A pronoun number and [6L1] through[(6L1e] person.*

Reading Curriculum Correlations

Copyright $\ensuremath{\textcircled{C}}$ 2015 Istation - All rights reserved

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Reading Standard Strands					
				1	L	2	3	4	5	
	(ELAGSE6L1c) v. Recognize and correct vague pronouns (<i>i.e.</i> , ones with unclear or	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6L1] through [6L1e]</i>	,					~	
	ambiguous antecedents).* (ELAGSE6L1d) vi. Recognize variations	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6L1] through [6L1e]</i>						~	
	from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* (ELAGSE6L1e) *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.	TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [6L1] through [6L1e]	,					×	
5A (Cont.)	Use Conventions of Standard English to: i. Demonstrate command of the conventions of	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait</i>						~	
Reading Curr	iculum Correlations		29	Copyright @	2015	5 Istatio	on - All ri	ghts rese	erved	

Skills

Cycle

Standards

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L)

Reading Standard Strands

3 = Writing (W)

Activities

	-						
			1	2	3	4	5
Standard English capitalization, punctuation, and spelling when writing. (ELAGSE6L2) ii. Use punctuation (commas,		<i>Conventions Trait Personal Narrative Expository Essay Teacher-Directed Lessons [6L2], [6L2a], [6L2b]</i>					
<i>parentheses, dashes</i>) to set off nonrestrictive/parenth	Timeless Tales (TT) Unit 1.1A)	Teacher-Directed Lessons					~
etical elements.* (ELAGSE6L2a) iii. Spell correctly. (ELAGSE6L2b)	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [6L2], [6L2a], [6L2b]</i>					✓
	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6L2], [6L2a], [6L2b]</i>					✓
	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [6L2] through [6L2b]</i>					✓
*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [6L2], [6L2a], [6L2b]</i>					~

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- Activities Skills Cycle **Reading Standard Strands** Standards 1 2 3 4 5 TT Unit World of Wonders Writing Prompts, 1 3.1B Spelling, Teacher-Directed Lessons [6L2], [6L2a], [6L2b] World of Wonders Writing Prompts, ~ TT Unit 4.1A Teacher-Directed Lessons [6L2], [6L2a], [6L2b] ~ TT Unit World of Wonders Writing Prompts, 4.1B Spelling, Teacher-Directed Lessons [6L2], [6L2a], [6L2b] 5B Use Knowledge of Language Ideas Trait \checkmark Writing skills to: Rules! Organization Trait Use knowledge of Voice Trait i. language and its Word Choice Trait conventions when Sentence Fluency Trait writing, speaking, Conventions Trait reading, or listening. Personal Narrative (ELAGSE6L3) Teacher-Directed Lessons ii. Vary sentence [6L3], [6L3a], [6L3b] patterns for meaning, reader/listener \checkmark Teacher-Directed Lessons Timeless interest, and style.* Tales [6L3], [6L3a] (ELAGSE6L3a) (TT) Unit Maintain consistency iii. 1.1A in style and tone.*

Reading Curriculum Correlations

31

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities	F	Reading	ing Standard Strands			
				1	2	3	4	5	
	(ELAGSE6L3b)	TT Unit 1.1B	<i>Fluency, Teacher-Directed Lessons [6L3], [6L3a]</i>					~	
		TT Unit 2.1A	<i>Teacher-Directed Lessons [6L3], [6L3a]</i>					~	
		TT Unit 2.1B	<i>Fluency, Teacher-Directed Lessons [6L3], [6L3a]</i>					✓	
		TT Unit 3.1A	<i>Teacher-Directed Lessons [6L3], [6L3a]</i>					✓	
	*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>Fluency, Teacher-Directed Lessons [6L3], [6L3a]</i>					~	
5C	Use Vocabulary Acquisition and Use to: i. Determine or clarify	12-14	<i>Lesson 10A – Vocabulary: Context [6L4]</i>					~	
	the meaning of unknown and multiple- meaning words and phrases based on	Timeless Tales (TT) Unit 1.1A	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					~	
	Grade 6 reading and content, choosing flexibly from a range of strategies.	TT Unit 1.1B	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					~	

Skille

Cycle

Standarde

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

4 = Speaking & Listening (SL) 5 = Language (L)

Booding Stondard Strands

3 = Writing (W)

Activition

Standards		Skills	Cycle	Activities	l l	Reading Standard Strands				
					1	2	3	4	5	
	ii.	(ELAGSE6L4) Use context (<i>e.g., the</i> overall meaning of a sentence or	TT Unit 2.1 A	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					√	
		<i>paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a	TT Unit 2.1B	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					√	
	iii.	word or phrase. (ELAGSE6L4a) Use common, grade- appropriate Greek or	TT Unit 3.1A	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					√	
		Latin affixes and roots as clues to the meaning of a word (<i>e.g., audience,</i>	TT Unit 3.1B	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					✓	
	iv.	<i>auditory, audible</i>). (ELAGSE6L4b) Consult reference materials (<i>e.g.,</i>	TT Unit 4.1A	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					√	
		<i>dictionaries,</i> <i>glossaries,</i> <i>thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise	TT Unit 4.1B	<i>All Timeless Tales Activities [6L4] through [6L4d]</i>					✓	

Sixth Grade	R Reading Curriculum		Legend: Georgia Standards of Excellence (GSE) for English Language Ar <u>Reading Standard Strands</u> 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing (W)					
Standards	Skills	Cycle	Activities	Reading Standard Strands				
	 meaning or its part of speech. (ELAGSE6L4c) v. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (ELAGSE6L4d) 				2	3	4	5

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 3 = Writing (W)

4 = Speaking & Listening (SL)

5

- 5 = Language (L)
- **Standard Categories** Standards Skills Cycle Activities 2 3 1 4 (1) Analyzing texts can reveal similarities in themes, can build reasoning skills, and can promote complex reading comprehension. Use Key Ideas and Details to: 12-14 Lesson 4 – Inferences \checkmark 1A Cite several pieces of [7RL1], [7RL2], [7RL3] i. textual evidence to Lesson 5 – Summarizing support analysis of what the text says [7RL2] explicitly as well as inferences drawn from Lesson 6 – Predicting Outcomes the text. [7RL1], [7RL2] (ELAGSE7RL1) ii. Determine a theme or Lesson 7 – Drawing Conclusions central idea of a text [7RL1], [7RL2], [7RL3] and analyze its development over the Lesson 11 – Compare and Contrast course of the text; [7RL1], [7RL2], [7RL3] provide an objective √ 15 Lessons 9 -12: General Comprehension summary of the text. (ELAGSE7RL2) 1-4 [7RL1], [7RL2], [7RL3] Analyze how particular iii. elements of a story or Mulan, Wall of Water, ~ Timeless drama interact (*e.g.*, Teacher-Directed Lessons Tales how setting shapes (TT) [7RL2] the characters r plot). (ELAGSE7RL3) Unit 1.1A

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- Cycle **Standard Categories** Standards Skills Activities 1 2 3 5 4 \checkmark Mona Lisa, Unexpected Treasure, TT Unit 1.1B Teacher-Directed Lessons [7RL2], [7RL3] ~ TT Unit The Warning, Bear!, Teacher-Directed 2.1A Lessons [7RL3] TT Unit √ Giant Killer, Rising Swann, Teacher-2.1B Directed Lessons [7RL1], [7RL2] Apollo, Battle of Summer and Winter, ✓ TT Unit 3.1A Teacher-Directed Lessons [7RL1], [7RL3] \checkmark TT Unit Masks, Teacher-Directed Lessons [7RL1], [7RL2] 3.1B ~ TT Unit Parts of a Film, Making of a 4.1A Documentary, World of Wonders Passages, Teacher-Directed Lessons [7RL2], [7RL3] Use Craft and Structure to: Lesson 9 – Text Structure √ 1B 12-14 Determine the [7RL4] i. meaning of words and

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 3 = Writing(W)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 \checkmark phrases as they are Lessons 9-12: General Comprehension 15 used in a text, 1-4 [7RL4], [7RL5], [7RL6] including figurative and connotative ~ Mona Lisa, Unexpected Treasure, meanings; analyze the Timeless impact of rhymes and Tales Teacher-Directed Lessons other repetitions of (TT) Unit [7RL4] sounds (e.q., 1.1B *alliteration*) on a specific verse or TT Unit Giant Killer, Rising Swann, Teacher-~ stanza of a poem or 2.1B Directed Lessons section of a story or [7RL4] drama. (ELAGSE7RL4) TT Unit Apollo, Battle of Summer and Winter, \checkmark ii. Analyze how a 3.1A Teacher-Directed Lessons drama's or poem's [7RL4] form or structure (e.q., soliloquy, Masks, Teacher-Directed Lessons ~ TT Unit *sonnet*) contributes to 3.1B [7RL6] its meaning. (ELAGSE7RL5) TT Unit Parts of a Film, Teacher-Directed Lessons ✓ Analyze how an iii. 4.1A [7RL5] author develops and contrasts the points of Biography, Original vs. Screenplay, \checkmark TT Unit view of different World of Wonders Passages, 4.1B characters or Teacher-Directed Lessons narrators in a text. [7RL5] (ELAGSE7RL6) Reading Curriculum Correlations Copyright © 2015 Istation - All rights reserved 37

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 \checkmark Use Integration of Knowledge 1C TT Unit 1 Teacher-Directed Lessons and Ideas to: Extras [7RL9] Compare and contrast i. a written story, drama, or poem to its audio, filmed, staged, or multimedia version, ✓ TT Unit 2 Teacher-Directed Lessons analyzing the effects [7RL7], [7RL9] Extras of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (ELAGSE7RL7) ~ TT Unit 3 ii. Compare and contrast Teacher-Directed Lessons Extras [7RL9] a fictional portrayal of a time, place, or character and a historical account of the same period as a means of Teacher-Directed Lessons \checkmark TT Unit 4 understanding how authors of fiction use Extras [7RL7], [7RL9] or alter history. (ELAGSE7RL9) Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 38

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 \checkmark Use Range of Reading and Bridge Lessons 9–12: General 1D 15 Level of Text Complexity to: Comprehension 1-4 [7RL10] By the end of the year, read and ~ comprehend Mulan, Wall of Water, Teacher-Directed Timeless literature, including Tales Lessons, World of Wonders Passages stories, dramas, and (TT) Unit [7RL10] poems, in the Grades 1.1A 6–8 text complexity band proficiently, with \checkmark TT Unit Mona Lisa, Unexpected Treasure, scaffolding as needed Teacher-Directed Lessons, World of 1.1B at the high end of the Wonders Passages range. [7RL10] (ELAGSE7RL10) √ TT Unit The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages 2.1A [7RL10] \checkmark TT Unit Giant Killer, Rising Swann, 2.1B Teacher-Directed Lessons, Worlds of Wonders Passages [7RL10] √ Apollo, Battle of Summer and Winter, TT Unit 3.1A Teacher-Directed Lessons, Worlds of Wonders Passages [7RL10]

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- **Standard Categories** Standards Skills Cycle Activities 1 2 3 5 4 \checkmark Masks, Teacher-Directed Lessons, TT Unit 3.1B World of Wonders Passages [7RL10] ~ TT Unit Parts of a Film, World of Wonders 4.1A Passages, Teacher-Directed Lessons [7RL10] (2) Comparing and contrasting text allows for a deeper understanding of that text. 13-15 2A Use Key Ideas and Details to: Lesson 5 – Summarizing \checkmark i. Cite several pieces of [7RI1], [7RI2], [7RI3] textual evidence to support analysis of what the text says Lesson 6 – Predicting Outcomes explicitly as well as [7RI1], [7RI2], [7RI3] inferences drawn from the text. (ELAGSE7RI1) Lesson 7 – Drawing Conclusions Determine two or [7RI1], [7RI2], [7RI3] ii. more central ideas in Lesson 16 – Bridge Lesson: Supporting ✓ 14 a text and analyze Responses their development [7RI1], [7RI2], [7RI3] over the course of the

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing(W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities		Standa	ard Cate	egories	
				1	2	3	4	5
	text; provide an objective summary of the text. (ELAGSE7RI2) iii. Analyze the interactions between individuals, events,	15	Lesson 8 – Bridge Lesson: Context Clues [7RI1] Lesons 10 – 12: General Comprehension 1-4 [7RI1], [7RI2], [7RI3]		¥			
	individuals, events, and ideas in a text (<i>e.g., how ideas</i> <i>influence individuals</i> <i>or events, or how</i> <i>individuals influence</i> <i>ideas or events</i>). (ELAGSE7RI3)	Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages and Writing Prompts, Teacher-Directed Lessons [7RI3]</i>		×			
2B	Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text,	13-15	Lesson 13 – Authors Purpose [7RI4], [7RI5], [7RI6]		✓			
	including figurative, connotative, and technical meanings; analyze the impact of	14	Lesson 16 – Supporting Responses [7RI6]		~			
a specific word choice on meaning and tone. (ELAGSE7RI4)	15	Lessons 9 – 12: General Comprehension 1-4 [7RI4], [7RI5], [7RI6]		~				

 Istation ELAR Reading Curriculum

 Seventh Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities	Standard Categories					
				1	2	3	4	5	
	 ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (ELAGSE7RI5) iii. Determine an author point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (ELAGSE7RI6) 	Tales (TT) Unit 4.1A	<i>The Making of a Documentary, Teacher- Directed Lessons [7RI6]</i>		V				
2C	Use Integration of Knowledg and Ideas to: i. Compare and contra a text to an audio, video, or multimedia version of the text,	st	Bridge Lesson - Compare and Contrast [7RI7], [7RI8] Bridge Lesson - Supporting Responses [7RI7], [7RI8], [7RI9] Bridge Lessons 10-12: General		✓ ✓				
	analyzing each medium's portrayal (the subject (<i>e.g., ho</i>	of	Comprehension 2-4 [7RI7], [7RI8], [7RI9]						

 Istation ELAR Reading Curriculum

 Seventh Grade

 Legend: Georgia Standards of Excellence (GSE) for English Language Arts

 Reading Standard Strands

 1 = Reading Literacy (RL)
 4 = Speaking & Listening (SL)

 2 = Reading Informational (RI)
 5 = Language (L)

 3 = Writing (W)

Standards	Skills	Cycle	Activities		Standa	ard Cate	gories	
				1	2	3	4	5
ii. iii.	the delivery of a speech affects the impact of the words). (ELAGSE7RI7) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (ELAGSE7RI8) 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. (ELAGSE7RI9)	Timeless Tales (TT) Unit 4.1B	Biography, Teacher-Directed Lessons [7RI7], [7RI9]					

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Seventh Grade Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 5 = Language (L)

2 = Reading Informational (RI)

- 3 = Writing(W)

- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 \checkmark Use Range of Reading and Worlds of Wonders Passages, Teacher-2D Timeless Level of Text Complexity to: Tales Directed Lessons By the end of the (TT) Unit [RI10] year, read and 1.1A comprehend TT Unit Mona Lisa, Unexpected Treasure, \checkmark literary nonfiction in Teacher-Directed Lessons, World of the Grades 6–8 text 1.1B Wonders Passages complexity band [RI10] proficiently, with scaffolding as needed The Warning, Bear! Teacher-Directed TT Unit \checkmark at the high end of the 2.1A Lessons, World of Wonders Passages range. [RI10] (ELAGSE7RI10) TT Unit Giant Killer, Rising Swann, Teacher- \checkmark Directed Lessons, World of Wonders 2.1B Passages [RI10] Worlds of Wonders Passages, Teacher-~ TT Unit 3.1A Directed Lessons [RI10] Worlds of Wonders Passages, Teacher-~ TT Unit Directed Lessons 3.1B [RI10]

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

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

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
				1	2	3	4	5
		TT Unit 4.1A	<i>The Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons [RI10]</i>		✓			
		TT Unit 4.1B	<i>Biography, World of Wonders Passages, Teacher-Directed Lessons [RI10]</i>		~			
	g is a key means of asserting efending claims.							
3A	Use Text Types and Purpose to: i. Write arguments to	12-14	Lesson 7 – Drawing Conclusions [7W1] through [7W1e]			✓ ✓		
	 support claims with clear reasons and relevant evidence. (ELAGSE7W1) ii. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (ELAGSE7W1a) iii. Support claim(s) with 	13	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 Filled with Colonies, Ghost Dancers, A Vaquero's Life, Ghost Party [7W1] through [7W1e]			×		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL)

5

- 3 = Writing(W)
- 5 = Language (L)
- **Standard Categories** Standards Skills Cycle Activities 2 3 1 4 \checkmark logical reasoning and Writing Activities: 14 relevant evidence, Writing prompts from Self-Selected Passages: Man on a Wire, Escaping using accurate, credible sources and Gravity's Grasp, Asteroid Hunters, Myths of the Great Bear, How Can Brown Make demonstrating an understanding of the a Car Go Green?, It's A Bird...It's a Plane...It's a Jetman!, A Boone for the topic or text. Planet, Low Down Living, Too-Cool (ELAGSE7W1b) Use words, phrases, Transportation: Aisha's Travel Blog, iv. and clauses to create Journey Through the Triangle [7W1] through [7W1e] cohesion and clarify the relationships among claim(s), Expository Essay ~ Writing reasons, and Rules! Teacher-Directed Lessons [7W1]through [7W1e] evidence. (ELAGSE7W1c) Establish and maintain iv. a formal style. (ELAGSE7W1d) Provide a concluding ν. statement or section that follows from and supports the argument presented. (ELAGSE7W1e) 3A Use Text Types and Purpose Writing Personal Narrative ✓ (Cont.) to: Rules! Expository Essay
 - i. Reading Curriculum Correlations

Write

Teacher-Directed Lessons

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI) 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)

o m , y , m ,

Standards	S	kills	Cycle	Activities		Stand	ard Cate	gories	
				1	2	3	4	5	
	ry text topic a ideas, informa the sel organiz analysi conten (ELAGS ii. Introdu clearly what is organiz concep informa strateg definiti classifi compa and ca include (<i>e.g., I</i> graphic <i>tables</i>) multim useful compre	zation, and is of relevant t. SE7W2) uce a topic , previewing s to follow; ze ideas, its, and ation, using jies such as on, cation, rison/contrast, use/ effect; e formatting headings), cs (e.g., charts,		[7W2b] through [7W2f]					

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

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

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
				1	2	3	4	5
	iii. Develop the topic relevant facts, definitions, concre details, quotations other information examples.	te , or						
	(ELAGSE7W2b) iv. Use appropriate transitions to crea cohesion and clari the relationships among ideas and concepts.							
	(ELAGSE7W2c) v. Use precise langua and domain-specif vocabulary to info about or explain th topic. (ELAGSE7W2d)	rm						
	vi. Establish and mair a formal style. (ELAGSE7W2e)	ntain						
	vii. Provide a concludi statement or secti that follows from a supports the information or explanation	on						

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 presented. (ELAGSE7W2f) Use Text Types and Purpose ~ 3A Ideas Trait Writing (Cont.) to: Rules! Organization Trait i. Write narratives to Voice Trait Word Choice Trait develop real or Sentence Fluency Trait imagined experiences or events Conventions Trait using effective Personal Narrative technique, Teacher-Directed Lessons relevant descriptive [7W3] details, and wellstructured Writing Ideas Trait ✓ event sequences. Rules! Organization Trait (ELAGSE7W3) Voice Trait Engage and orient the Personal Narrative ii. reader by establishing Teacher-Directed Lessons a context and point of [7W3a], [7W3b] view and introducing a √ narrator and/or Writing Word Choice Trait characters; organize Rules! Personal Narrative an event sequence Teacher-Directed Lessons that unfolds naturally [7W3c] and logically. (ELAGSE7W3a) Use narrative iii.

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts Seventh Grade **Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing(W)**Standard Categories** Standards Skills Cycle Activities 1 2 3 5 4 ✓ Writing Sentence Fluency Trait techniques, such as dialogue, pacing, and Rules! Personal Narrative description, to develop Teacher-Directed Lessons [7W3d] experiences, events, and/or characters. (ELAGSE7W3b) iv. Use a variety of ✓ transition words, Writing Conventions Trait phrases, and clauses Rules! Personal Narrative to convey sequence Teacher-Directed Lessons [7W3e] and signal shifts from one time frame or setting to another. (ELAGSE7W3c) ν. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (ELAGSE7W3d) vi. Provide a conclusion that follows from and reflects on the narrated experiences or events. (ELAGSE7W3e)

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 4 = Speaking & Listening (SL)

- 3 = Writing(W)
- 5 = Language (L)

- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 Personal Narrative ✓ 3B Use the Production and Writing Distribution of Writing to: Rules! Teacher-Directed Lessons Produce clear and [7W4], [7W5] i. coherent writing in ~ which the Timeless World of Wonders Prompts, development, Tales Teacher-Directed Lessons organization, and style [7W4], [7W6] (TT)are appropriate to Unit 1.1A task, purpose, and audience. (Grade-TT Unit World of Wonders Writing Prompts, ~ specific expectations 1.1B Teacher-Directed Lessons for writing types are [7W4], [7W6] defined in standards 1–3 above.) TT Unit World of Wonders Writing Prompts, \checkmark (ELAGSE7W4) 2.1A Teacher-Directed Lessons With some guidance ii. [7W4], [7W6] and support from peers and adults, World of Wonders Writing Prompts, ~ TT Unit develop and 2.1B Teacher-Directed Lessons strengthen writing as [7W4], [7W6] needed by planning, revising, editing, TT Unit World of Wonders Writing Prompts, √ rewriting, or trying a 3.1A Teacher-Directed Lessons new approach, [7W4], [7W6] focusing on how well purpose and audience TT Unit World of Wonders Writing Prompts, √ have been addressed. 3.1B Teacher-Directed Lessons (Editing for [7W4], [7W6]

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing(W)

5	= La	ngua	ge ((L)	

tandards	Skills	Cycle	Activities	Standard Categories					
				1	2	3	4	5	
	<i>conventions should demonstrate command of Language Standards</i>	TT Unit 4.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7W4], [7W6]			~			
	 1-3 up to and including Grade 7 [of the CCSS].) (ELAGSE7W5) iii. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (ELAGSE7W6) 	TT Unit 4.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [7W4], [7W6]						
3C	Use Research to Build and Present Knowledge to: i. Conduct short research projects to answer a question, drawing on several sources and generating additional	13	Books: Amazonia Alert!, Survivors, The Desert's Gift, Forest Fires, Welcome to the Rainforest, Power to the Planet Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest,			×			

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing(W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

- /		

Standards		Skills	Cycle	Activities		Standa	ard Cate	gories	
					1	2	3	4	5
	related, focused questions for further research and investigation. (ELAGSE7W7) ii. Gather relevant information from		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 [7W8], [7W9a]						
		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.	14	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 BirdIt's a PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [7W8] through [7W9b]			V		
	iii.	(ELAGSE7W8) Draw evidence from literary or	15	<i>Comprehension Lessons [7W9b]</i>			~		
		informational texts to support analysis, reflection, and research.	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			~		

Standards

Skille

Cycle

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing(W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standard Categories

Activities

Standards	Skills		Cycle Activities		Standard Categories					
					1	2	3	4	5	
	iv.	(ELAGSE7W9) Apply Grade 7 Reading standards to literature (<i>e.g.</i> ,	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			√			
		"Compare and contrast a fictional portrayal of a time, place, or character	TT Unit 2.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]			√			
		and a historical account of the same period as a means of	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			~			
		<i>understanding how authors of fiction use or alter history"</i>). (ELAGSE7W9a)	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			✓			
	v.	Apply Grade 7 Reading standards to literary nonfiction (e.g. "Trace and	TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			~			
		evaluate the argument and specific claims in a text, assessing whether the reasoning	TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			✓			
		is sound and the evidence is relevant and sufficient to support the claims"). (ELAGSE7W9b)	TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W9]</i>			~			
Reading Curri	culum			54 Copyrig	ht © 201	15 Istatio	on - All ri	ghts rese	erved	

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Seventh Grade Reading Standard Strands** 1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L) 3 = Writing(W)Standards Skills Cycle Activities **Standard Categories** 2 3 4 5 1

i.	Use Range of Writing to: i. Write routinely over extended time frames (time for research, reflection, and	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>		√	
	<i>revision</i>) and shorter time frames (<i>a single</i> <i>sitting or a day or</i> <i>two</i>) for a range of	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>		~	
	discipline-specific tasks, purposes, and audiences. (ELAGSE7W10)	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>		✓	
		TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]		~	
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>		✓	
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>		~	
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>	<u></u>	✓	

Standards

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

5

- 4 = Speaking & Listening (SL) 5 = Language (L)

3 =	Writing	(W)	

						1	
Skills	Cycle	Activities		Standa	ard Cate	gories	
			1	2	3	4	
	TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7W10]</i>			~		
a and formats should							

			[,,,,,,,,]			
be us	se media and formats should ed to integrate and evaluate nation.					
4A	Use Comprehension and Collaboration to: i. Engage effectively in a range of collaborative discussions (one-on-	15	Bridge Lessons 10-12: General Comprehension 2-4 [7SL1] through [7SL1d]			×
	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. (ELAGSE7SL1) ii. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence	15	Bridge Lessons 9-12: General Comprehension 1-4 [7SL2], [7SL3]			
ading Cur	riculum Correlations		56	Copyright © 20	15 Istation - A	All rights reserve

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 3 = Writing(W)

- 4 = Speaking & Listening (SL)
- 5 = Language (L)

- **Standard Categories** Standards Skills Cycle Activities 1 2 3 5 4 on the topic, text, or issue to probe and reflect on ideas under discussion. (ELAGSE7SL1a) iii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (ELAGSE7SL1b) Pose questions that iv. elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (ELAGSE7SL1c) Acknowledge new ν. information expressed by others and, when warranted, modify their own views. (ELAGSE7SL1d) Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 57

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 3 = Writing(W)

- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities		Standa	ard Cate	gories	
				1	2	3	4	5
	 vi. Analyze the main ideas and supporting details presented in diverse media and formats (<i>e.g.</i>, <i>visually</i>, <i>quantitatively</i>, and <i>orally</i>) and explain how the ideas clarify a topic, text, or issue under study. (ELAGSE7SL2) vii. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (ELAGSE7SL3) 							
4B	Use Presentation of Knowledge and Ideas to: i. Present claims and findings, emphasizing	15	Bridge Lessons 9-12: General Comprehension 1-4 [7SL4], [7SL5], [7SL6]				~	
	salient points in a focused, coherent manner with pertinent descriptions, facts,	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait</i>				~	
Reading Curr	iculum Correlations		58 C	Copyright © 20	15 Istatio	n - All ri	ghts rese	erved

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts Seventh Grade **Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing(W)Cycle **Standard Categories** Standards Skills Activities 1 2 3 5 4 details, and examples; Sentence Fluency Trait use appropriate eye Conventions Trait

Personal Narrative

Teacher-Directed Lessons

Expository Essay

[7SL4], [7SL6]

the CCSS] for specific expectations.) (ELAGSE7SL6)	
Reading Curriculum Correlations	59

contact, adequate

volume, and clear

Include multimedia

components and

visual displays in presentations to clarify claims and findings and emphasize salient

points.

and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language Standards 1 and 3 [of

(ELAGSE7SL5) Adapt speech to a

variety of contexts

pronunciation.

(ELAGSE7SL4)

ii.

iii.

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing(W)

Activities Standard Categories	Activities		 -

tandards	Skills	Cycle	Activities	Standard Catego			egories	
				1	2	3	4	5
	ety of specific words and es should be used to clarify ing.							
5A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of	Timeless Tales (TT) Unit 1.1A	<i>Worlds of Wonders Passages, Teacher- Directed Lessons [7L1] through [7L1c]</i>					V
	Standard English grammar and usage when writing or speaking.	TT Unit 1.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]					v
	(ELAGSE7L1) ii. Explain the function of phrases and clauses in general and their	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]</i>					~
	function in specific sentences. (ELAGSE7L1a) iii. Choose among simple,	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]</i>					~
	compound, complex, and compound- complex sentences to signal differing	TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]					~
	relationships among ideas. (ELAGSE7L1b)	TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]					~

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Seventh Grade**

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 4 = Speaking & Listening (SL) 5 = Language (L)

3 = Writing(W)

Skills	Cycle	Activities		Stand	ard Cate	gories	
			1	2	3	4	
iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c)	TT Unit 4.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]					
*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.	TT Unit 4.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c]					
Use Conventions of Standard English to: i. Demonstrate command of the conventions of	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]</i>					
Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2)	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling [7L2], [7L2a], [7L2b]</i>					
ii. Use a comma to separate coordinate adjectives (e.g., <i>It</i> <i>was a fascinating,</i>	TT Unit 2.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]					
	 iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Use Conventions of Standard English to: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Use a comma to separate coordinate adjectives (e.g., It 	iv.Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c)TT Unit 4.1A*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.TT Unit 4.1BUse Conventions of Standard English to: i.Timeless Tales (TT) Unit 1.1Ai.Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2)TT Unit 2.1Aii.Use a comma to separate coordinate adjectives (e.g., ItTT Unit 2.1A	iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit (ELAGSE7L1c) World of Wonders Writing Prompts, Teacher-Directed Lessons *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. TT Unit 4.1B World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] Use Conventions of Standard English to: Demonstrate command of the conventions of Standard English to: Demonstrate conventions of Standard English to: Demonstrate conventions, of Standard English to: Use a comma to spelling when writing. (ELAGSE7L2) Use a comma to separate coordinate adjectives (e.g., It TT Unit 2.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] TT Unit Use down writing. (ELAGSE7L2) TT Unit 2.1A World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling [7L2], [7L2a], [7L2b] ii. Use a comma to separate coordinate adjectives (e.g., It TT Unit 2.1A TT Unit 2.1A	iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit 4.1A World of Wonders Writing Prompts, Teacher-Directed Lessons *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. TT Unit 4.1B World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] Use Conventions of Standard English to: i. Timeless Tales (TT) Unit 1.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] Use Conventions of Standard English to: i. Timeless (TT) Unit 1.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] Use a comma to spealing when writing. (ELAGSE7L2) TT Unit 1.1B World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling [7L2], [7L2a], [7L2b] ii. Use a comma to separate coordinate adjectives (e.g., It TT Unit 2.1A World of Wonders Writing Prompts, Teacher-Directed Lessons	iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] Use Conventions of Standard English to: Demonstrate command of the conventions of Standard English to: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Use a comma to separate coordinate adjectives (e.g., It World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2b] Unit 1.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2b] TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons, Vocab Lab, Spelling [7L2], [7L2a], [7L2b] Use a comma to separate coordinate adjectives (e.g., It	iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons I 2 3 *Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. TT Unit World of Wonders Writing Prompts, Teacher-Directed Lessons I <t< td=""><td>iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit 4.1A World of Wonders Writing Prompts, [7L1] through [7L1c] Image: Construction of the separate containing and speaking. TT Unit 4.1B TT Unit 4.1B World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] Image: Construction of the continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Timeless Tales (TT) Unit 1.1A Image: Construction of the conventions of Standard English to: I. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Timeless Tales (TT) Unit 1.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. [7L2], [7L2a], [7L2b] Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. [7L2], [7L2a], [7L2b] Image: Conventions of Standard English (2.1, [7L2a], [7L2b] ii. Use a comma to separate coordinate adjectives (e.g., It Th Unit 2.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2b] Image: Convention of Standard English (7L2], [7L2b] Image: Convention of Standard English</td></t<>	iv. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (ELAGSE7L1c) TT Unit 4.1A World of Wonders Writing Prompts, [7L1] through [7L1c] Image: Construction of the separate containing and speaking. TT Unit 4.1B TT Unit 4.1B World of Wonders Writing Prompts, Teacher-Directed Lessons [7L1] through [7L1c] Image: Construction of the continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Timeless Tales (TT) Unit 1.1A Image: Construction of the conventions of Standard English to: I. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Timeless Tales (TT) Unit 1.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b] Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. (ELAGSE7L2) Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. [7L2], [7L2a], [7L2b] Image: Conventions of Standard English capitalization, punctuation, and spelling when writing. [7L2], [7L2a], [7L2b] Image: Conventions of Standard English (2.1, [7L2a], [7L2b] ii. Use a comma to separate coordinate adjectives (e.g., It Th Unit 2.1A World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2b] Image: Convention of Standard English (7L2], [7L2b] Image: Convention of Standard English

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing(W)
- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities		Standa	ard Cate	egories	
				1	2	3	4	5
	enjoyable movie but not He wore an old [,] green shirt). (ELAGSE7L2a)	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]</i>					~
	iii. Spell correctly. (ELAGSE7L2b)	TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]					~
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Spelling, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]</i>					~
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]</i>					~
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [7L2], [7L2a], [7L2b]</i>					~
5B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (ELAGSE7L3)	Writing Rules!	<i>Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [7L3], [7L3a]</i>					~

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 TT Unit Choose language that \checkmark Teacher-Directed Lessons ii. expresses ideas 1.1A [7L3], [7L3a] precisely and ~ Fluency, Teacher-Directed Lessons TT Unit concisely, recognizing 1.1B [7L3], [7L3a] and eliminating wordiness and TT Unit Teacher-Directed Lessons \checkmark redundancy.* 2.1A [7L3], [7L3a] (ELAGSE7L3a) ~ Fluency, Teacher-Directed Lessons TT Unit 2.1B [7L3], [7L3a] \checkmark TT Unit Teacher-Directed Lessons 3.1A [7L3], [7L3a] Fluency, Teacher-Directed Lessons ~ TT Unit [7L3], [7L3a] 3.1B * Skills are likely to require TT Unit Teacher-Directed Lessons \checkmark continued attention in [7L3], [7L3a] 3.1A higher grades as they are applied to increasingly sophisticated writing and ✓ TT Unit Fluency, Teacher-Directed Lessons speaking. [7L3], [7L3a] 3.1B ~ Use Vocabulary Acquisition Lesson 9 – Text Structure 5C CBTR [7L4] through [7L4d] and Use to: 12-14 Determine or clarify i. Lesson 10 – Vocabulary: Context the meaning of [7L4] through [7L4d] unknown and multiple-meaning

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

- 1 = Reading Literacy (RL)
- 2 = Reading Informational (RI)
- 5 = Language (L)
- 3 = Writing(W)
- 4 = Speaking & Listening (SL)
- **Standard Categories** Standards Skills Cycle Activities 2 3 5 1 4 words and phrases Bridge Lesson 8: Context Clues \checkmark 15 based on Grade 7 [7L4] through [7L4d] reading and content, choosing flexibly from Timeless ~ All Timeless Tales Activities a range of strategies. [7L4] through [7L4d] Tales (ELAGSE7L4) (TT) Unit Use context (*e.g., the* ii. 1.1A overall meaning of a sentence or TT Unit All Timeless Tales Activities \checkmark paragraph; a word's [7L4] through [7L4d] 1.1B position or function in a sentence) as a clue to the meaning of a TT Unit All Timeless Tales Activities \checkmark word or phrase. 2.1A [7L4] through [7L4d] (ELAGSE7L4a) Use common, gradeiii. appropriate Greek or TT Unit All Timeless Tales Activities \checkmark Latin affixes and roots 2.1B [7L4] through [7L4d] as clues to the meaning of a word (e.g., belligerent, TT Unit All Timeless Tales Activities \checkmark bellicose, rebel). [7L4] through [7L4d] 3.1A (ELAGSE7L4b) Consult general and iv. specialized reference All Timeless Tales Activities \checkmark TT Unit materials (e.g., 3.1B [7L4] through [7L4d] dictionaries, alossaries, thesauruses), both Reading Curriculum Correlations Copyright © 2015 Istation - All rights reserved 64

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

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

print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (ELAGSE7L4c) v. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g.</i> , by			1	2	3	4	
find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (ELAGSE7L4c) <i>v.</i> Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by</i>							
<i>checking the inferred</i> <i>meaning in context or</i> <i>in a dictionary</i>). (ELAGSE7L4d)							
Use Vocabulary Acquisition and Use to: i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (ELAGSE7L5) ii. Interpret figures of speech (e.g., literary, biblical, and mythological allusions)	15	Bridge Lesson 1 – Analogies [7L5], [7L5b], [7L5c] Bridge Lesson 2 - Antonyms [7L5] through [7L5c] Bridge Lesson 3 – Synonyms [7L5] through [7L5c] Bridge Lesson 4 – Similes [7L5a] Bridge Lesson 5 – Metaphors					

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing(W)

Standards	Skills	Cycle	Activities		Standard Categories					
				1	2	3	4	5		
	in context. (ELAGSE7L5a) iii. Use the relationship between particular words (<i>e.g.,</i> <i>synonym/antonym,</i>		[7L5a] Bridge lesson 8 – Context Clues [7L5b], [7L5c]							
	analogy) to better understand each of the words. (ELAGSE7L5b) iv. Distinguish among t connotations (associations) of words with similar	Writing Rules!	<i>Voice Trait Word Choice Trait Sentence Fluency Trait Expository Essay Personal Narrative Teacher-Directed Lessons [L.7.5], [L.7.5c]</i>					~		
	denotations (<i>definitions</i>) (<i>e.g.</i> , <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>). (ELAGSE7L5c) v. Acquire and use	CBTR 15	Bridge Lesson 2 – Antonyms Bridge Lesson 3 – Synonyms Bridge Lesson 8 – Context Clues [7L6]					~		
	accurately grade- appropriate general academic and doma specific words and phrases; gather vocabulary knowled when considering a	in-	<i>Voice Trait Word Choice Trait Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons [7L6]</i>					~		

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Seventh Grade Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing(W)Cycle **Standard Categories** Standards Skills Activities 1 2 3 4 5 \checkmark word or phrase All Timeless Tales Activities Timeless Tales important to [7L6] comprehension or (TT) Unit expression. 1.1A (ELAGSE7L6) TT Unit All Timeless Tales Activities \checkmark [7L6] 1.1B All Timeless Tales Activities TT Unit \checkmark 2.1A [7L6] TT Unit All Timeless Tales Activities \checkmark [7L6] 2.1B TT Unit All Timeless Tales Activities \checkmark 3.1A [7L6] TT Unit ✓ All Timeless Tales Activities 3.1B [7L6]

Reading Curriculum Correlations

Copyright $\textcircled{\mbox{\scriptsize C}}$ 2015 Istation - All rights reserved

Istation ELAR Reading Curriculum Eighth Grade

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 4 = Speaking & Listening (SL)
- onal (RI) 5 = Lan
- 3 = Writing (W)
- 5 = Language (L)
- Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 (1) Reading a wide range of texts across genres, cultures, and centuries can promote complex reading comprehension. Use Key Ideas and Details to: \checkmark 1A 12-14 Lesson 4 – Inferences [8RL1], [8RL2], [8RL3] i. Cite the textual evidence that most Lesson 5 – Summarizing strongly supports an analysis of what the [8RL2] text says explicitly as well as inferences Lesson 6 – Predicting Outcomes drawn from the text. [8RL1], [8RL2] (ELAGSE8RL1) Lesson 7 – Drawing Conclusions ii. Determine a theme or [8RL1], [8RL2], [8RL3] central idea of a text and analyze its Lesson 11 – Compare and Contrast development over the [8RL1], [8RL2], [8RL3] course of the text; including its ✓ relationship to the Lessons 9 -12: General Comprehension 15 characters, setting, and 1-4 plot; provide an [8RL1], [8RL2], [8RL3] objective summary of the text. Mulan, Wall of Water, \checkmark Timeless (ELAGSE8RL2) Tales Teacher-Directed Lessons Analyze how particular iii. Unit [8RL2] lines of dialogue or 1.1A

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands**

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL)

- 3 = Writing(W)

5 = Language (L)

Standard Categories Standards Skills Cycle Activities 1 2 3 5 4 \checkmark Mona Lisa, Unexpected Treasure, TT Unit incidents in a story or drama propel the 1.1B Teacher-Directed Lessons [8RL1], [8RL2] action, reveal aspects of a character, or ~ provoke a decision. TT Unit The Warning, Bear!, (ELAGSE8RL3) 2.1A Teacher-Directed Lessons [8RL2], [8RL3] √ Giant Killer, Rising Swann, Teacher-TT Unit 2.1B Directed Lessons [8RL1] Apollo, Battle of Summer and Winter, ✓ TT Unit Teacher-Directed Lessons 3.1A [8RL1, [8RL3] \checkmark TT Unit Masks, Teacher-Directed Lessons [8RL2], [8RL3] 3.1B \checkmark TT Unit Parts of a Film, Teacher-Directed Lessons [8RL1] 4.1A Lesson 10: Vocabulary – Context ✓ Use Craft and Structure to: CBTR 14 1B Determine the meaning [8RL4] i. of words and phrases as they are used in a Lesson 13 - Author's Purpose text, including [8RL4], [8RL5], [8RL6] figurative and

Istation ELAR Reading Curriculum Eighth Grade

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
 - onal (RI) 5 = Langu
- 3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)

Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 Bridge Lesson 15 – Compare and connotative meanings; analyze the impact of Contrast [8RL4], [8RL5], [8RL6] specific word choices on meaning and tone, including analogies or Bridge Lesson 16 – Supporting allusions to other texts. Responses (ELAGSE8RL4) [8RL6] ii. Compare and contrast the structure of two or Bridge Lesson 1- Analogies more texts and analyze CBTR 15 \checkmark how the differing [8RL4] structure of each text Bridge Lesson 10 – General contributes to its meaning and style. Comprehension 2 [8RL4], [8RL5], [8RL6] (ELAGSE8RL5) iii. Analyze how differences in the Bridge Lesson 11 – General Comprehension 3 points of view of the characters and the [8RL6] audience or reader (e.g., created through Bridge Lesson 12 – General the use of dramatic Comprehension 4 *irony*) create such [8RL4] effects as suspense or humor. (ELAGSE8RL6) ✓ SBTR Lesson 58 – Literature Biography: J.K. Rowling [8RL4] Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 70

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands**

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 4 = Speaking & Listening (SL)
- 3 = Writing (W)

- 5 = Language (L)

Standards	Skills	Cycle	Activities	Standard Categories				
				1	2	3	4	5
		Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons [8RL5]</i>	~				
		TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons [8RL4]</i>	✓				
		TT Unit 2.1A	<i>The Warning, Bear!, Teacher-Directed Lessons [8RL5]</i>	✓				
		TT Unit 2.1B	<i>Giant Killer, Rising Swann, Teacher-Directed Lessons [8RL4]</i>	✓				
		TT Unit 3.1A	<i>Apollo, Battle of Summer and Winter, Teacher-Directed Lessons [8RL4]</i>	✓				
		TT Unit 3.1B	Masks, Teacher-Directed Lessons [8RL5], [8RL6]	√				
		TT Unit 4.1B	Original vs. Screenplay, Teacher-Directed Lessons [8RL5]	~				

Reading Curriculum Correlations

Copyright © 2015 Istation - All rights reserved

Istation ELAR Reading Curriculum Eighth Grade

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 2 = Reading Informational3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)

Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 \checkmark Use Integration of Knowledge 1C Timeless Teacher-Directed Lessons and Ideas to: Tales [8RL9] Analyze the extent to i. (TT) Unit 1 Extras which a filmed or live production of a story or drama stays faithful to √ TT Unit 2 Teacher-Directed Lessons or departs from the Extras [8RL9] text or script, evaluating the choices made by the director or TT Unit 3 Teacher-Directed Lessons ~ actors. [8RL9] Extras (ELAGSE8RL7) Analyze how a modern ✓ ii. TT Unit Parts of a Film, Teacher-Directed Lessons work of fiction draws [8RL7] 4.1A on themes, patterns of events, or character \checkmark TT Unit Original vs. Screenplay, types from myths, 4.1B Teacher-Directed Lessons traditional stories, or [8RL7] religious works such as the Bible, including describing how the material is rendered new. (ELAGSE8RL9) 1D Use Range of Reading and 15 Bridge Lessons 9 – 12: General \checkmark Level of Text Complexity to: Comprehension 1 – 4 By the end of the year, Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 72

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands** 1 = Reading Literacy (RL) 4 = Speaking & Listening (SL) 2 = Reading Informational (RI) 5 = Language (L)3 = Writing(W)Standards Skills Cycle Activities **Standard Categories** 1 2 3 5 4 \checkmark Mulan, Wall of Water, Teacher-Directed read and comprehend Timeless literature, including Tales Lessons, World of Wonders Passages stories, dramas, and (TT)[8RI10] poems, at the high end Unit 1.1A of Grades 6–8 text √ complexity band TT Unit Mona Lisa, Unexpected Treasure, independently and Teacher-Directed Lessons, World of 1.1B proficiently. Wonders Passages (ELAGSE8RI10) [8RI10] ✓ TT Unit The Warning, Bear!, Teacher-Directed Lessons, World of Wonders Passages 2.1A [8RI10] ✓ Giant Killer, Rising Swann, Teacher-TT Unit Directed Lessons, World of Wonders 2.1B Passages [8RI10] ~ Apollo, Battle of Summer and Winter, TT Unit 3.1A Teacher-Directed Lessons, World of

Reading Curriculum Correlations

Wonders Passages

of Wonders Passages

Masks, Teacher-Directed Lessons, World

[8RI10]

[8RI10]

TT Unit

3.1B

~

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

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

Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 (2) Close reading of rigorous text allows for explicit understanding and analysis. ✓ 2A Use Key Ideas and Details to: 14 Bridge Lesson 11 – Compare and i. Cite the textual Contrast [8RI1], [8RI2], [8RI3] evidence that most strongly supports an Bridge Lesson 16 – Supporting analysis of what the text says explicitly as Responses [8RI1], [8RI2], [8RI3] well as inferences drawn from the text. (ELAGSE8RI1) \checkmark ii. Determine a central 15 Bridge Lessons 9-12: General idea of a text and Comprehension 1-4 analyze its [8RI1] development over the course of the text, √ including its Worlds of Wonders Passages, Timeless relationship to Tales Teacher-Directed Lessons supporting ideas; (TT) Unit [8RI3] provide an objective 1.1A summary of the text. (ELAGSE8RI2) Analyze how a text iii. makes connections among and distinctions between individuals, ideas, or events (*e.g.*, Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 74

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 4 = Speaking & Listening (SL)
- 3 = Writing(W)

- 5 = Language (L)
- Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 through comparisons, analogies, or categories). (ELAGSE8RI3) √ 2B Use Craft and Structure to: 12-14 Lesson 9 – Text Structure i. Determine the meaning [8RI5] of words and phrases Lesson 13 – Author's Purpose as they are used in a [8RI4], [8RI6] text, including figurative, connotative, and technical Bridge Lesson 8 – Context Clues \checkmark 15 meanings; analyze the impact of specific word [8RI5] choices on meaning and tone, including Bridge Lesson 12 – General analogies or allusions Comprehension 4 [8RI4], [8RI5], [8RI6] to other texts. (ELAGSE8RI4) Analyze in detail the \checkmark ii. The Making of a Documentary, Timeless structure of a specific Tales Teacher-Directed Lessons paragraph in a text, (TT) Unit [8RI6] including the role of 4.1A particular sentences in developing and refining √ TT Unit Biography, Teacher-Directed Lessons a key concept. [8RI4], [8RI5] 4.1B (ELAGSE8RI5) Determine an author's iii. point of view or Copyright © 2015 Istation - All rights reserved Reading Curriculum Correlations 75

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands** 4 = Speaking & Listening (SL) 5 = Language (L) 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Stand	ard Cate	egories	
				1	2	3	4	5
	purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (ELAGSE8RI6)							
2C	Use Integration of Knowledge and Ideas to: i. Evaluate the advantages and disadvantages of using different mediums (<i>e.g., print or digital</i> <i>text, video,</i> <i>multimedia</i>) to present a particular topic or idea. (ELAGSE8RI7) ii. Delineate and evaluate	12-14	Lesson 6- Predicting Outcome [8RI7], [8RI8] Lesson 7 – Drawing Conclusions [8RI8] Lesson 8 – Representing Text [8RI7] Lesson 11 – Compare and Contrast [8RI9]		×			
	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	15	Bridge Lesson 10 – General Comprehension 2 [8RI9] Bridge Lesson 11 – General Comprehension 3 [8RI7], [8RI8], [8RI9]		×			

Istation ELAR Reading Curriculum Eighth Grade Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Reading Standard Strands** 4 = Speaking & Listening (SL) 5 = Language (L)

1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

Standards		Cycle	Activities		Stand	ard Cate	egories	
				1	2	3	4	
	introduced. (ELAGSE8RI8) iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (ELAGSE8RI9)	Timeless Tales (TT) Unit 4.1B	<i>Biography, Teacher-Directed Lessons [8RI7], [8RI9]</i>		×			
2D	Use Range and Level of Text Complexity to: By the end of the year, read and comprehend literary nonfiction at	Timeless Tales (TT) Unit 1.1A	<i>Mulan, Wall of Water, Teacher-Directed Lessons, World of Wonders Passages [8RI10]</i>		✓			
	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.	TT Unit 1.1B	<i>Mona Lisa, Unexpected Treasure, Teacher-Directed Lessons, World of Wonders Passages [8RI10]</i>		×			
	(ELAGSE8ŔI10)	TT Unit 3.1A	<i>World of Wonders Passages, Teacher-Directed Lessons [8RI10]</i>		×			
		TT Unit 3.1B	<i>World of Wonders Passages, Teacher-Directed Lessons [8RI10]</i>		~			

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands** 4 = Speaking & Listening (SL) 5 = Language (L) 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

real or imag	s in the development of gined experiences using	TT Unit 4.1A TT Unit 4.1B	The Making of a Documentary, World of Wonders Passages, Teacher-Directed Lessons [8RI10] Biography, World of Wonders, Teacher-Directed Lessons [8RI10]	1	2 ✓ ✓	3	4	5
real or image effective tee	gined experiences using	4.1A TT Unit	Wonders Passages, Teacher-Directed Lessons [8RI10] Biography, World of Wonders, Teacher-Directed Lessons					
real or image effective tee	gined experiences using		Teacher-Directed Lessons		✓			
real or image effective tee	gined experiences using				1			
	chniques and well-chosen							
3A Use T to: i. ii.	Text Types and Purpose Write arguments to support claims with clear reasons and relevant evidence. (ELAGSE8W1) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons	14	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 BirdIt's a PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [8W1] through [8W1e]			✓		
	and evidence logically. (ELAGSE8W1a)	Writing Rules!	Ideas Trait Organization Trait			~		

tandards	Skills	Cycle	Activities		Stand	ard Cate	gories	
				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. (ELAGSE8W1b) iv. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (ELAGSE8W1c) v. Establish and maintain a formal style. (ELAGSE8W1d) vi. Provide a concluding statement or section that follows from and supports the argument presented. (ELAGSE8W1e) 		<i>Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Expository Essay Teacher-Directed Lessons [8W1] through [8W1e]</i>					
3A (Cont.)	Use Text Types and Purpose to:	Writing Rules!	Expository Essay Teacher-Directed Lessons			 ✓ 		

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands** 4 = Speaking & Listening (SL) 1 = Reading Literacy (RL) 2 = Reading Informational (RI) 5 = Language (L) 3 = Writing (W)

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
				1	2	3	4	5
	 i. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (ELAGSE8W2) ii. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., char</i> <i>tables</i>), and multimedia when useful to aiding comprehension. (ELAGSE8W2a) iii. Develop the topic w relevant, well-chose facts, definitions, 	d n : : rts,	[8W2] through [8W2f]					

Reading Curriculum Correlations

Copyright © 2015 Istation - All rights reserved

Standards	Skills	Cycle	Activities		Standa	ard Cate	gories	
				1	2	3	4	5
iv. v. vi. vii.	varied transitions to create cohesion and clarify the relationships among ideas and concepts. (ELAGSE8W2c) Use precise language and domain-specific vocabulary to inform about or explain the topic. (ELAGSE8W2d) Establish and maintain a formal style. (ELAGSE8W2e)							

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

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

Standards	Skills	Cycle	Activities		Stand	ard Cate	egories	
				1	2	3	4	5
3A (Cont.)	 to: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. 	Writing Rules!	<i>Ideas Trait Organization Trait Voice trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Teacher-Directed Lessons [8W3]</i>			v		
structured event sequences. (ELAGSE8W3) ii. Engage and orient t reader by establishi a context and point view and introducine narrator and/or characters; organize event sequence that unfolds naturally an logically. (ELAGSE8W3a) iii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develo	(ELAGSE8W3) ii. Engage and orient the reader by establishing a context and point of view and introducing a	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Personal Narrative Teacher-Directed Lessons [8W3a], [8W3b]</i>			✓		
		Writing Rules!	<i>Word Choice Trait Personal Narrative Teacher-Directed Lessons [8W3c]</i>			×		
	techniques, such as dialogue, pacing, description, and reflection, to develop	Writing Rules!	<i>Sentence Fluency Trait Personal Narrative Teacher-Directed Lessons [8W3d]</i>			×		
	experiences, events, and/or characters.	Writing Rules!	Conventions Trait Personal Narrative			~		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

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

Standards Skills Cycle Activities **Standard Categories** 1 2 3 5 4 \checkmark World of Wonders Writing Prompts, coherent writing in Timeless which the Tales Teacher-Directed Lessons development, (TT)[8W4], [8W6] organization, and style Unit 1.1A are appropriate to task, World of Wonders Writing Prompts, purpose, and audience. TT Unit ✓ (Grade-specific 1.1B Teacher-Directed Lessons expectations for writing [8W4], [8W6] types are defined in standards 1–3 above.) TT Unit ~ World of Wonders Writing Prompts, (ELAGSE8W4) 2.1A Teacher-Directed Lessons ii. With some quidance [8W4], [8W6] and support from peers and adults, develop TT Unit World of Wonders Writing Prompts, ✓ and strengthen writing 2.1B **Teacher-Directed Lessons** as needed by planning, [8W4], [8W6] revising, editing, rewriting, or trying a World of Wonders Writing Prompts, ~ TT Unit new approach, focusing 3.1A Teacher-Directed Lessons on how well purpose [8W4], [8W6] and audience have been addressed. TT Unit World of Wonders Writing Prompts, √ (Editing for 3.1B Teacher-Directed Lessons conventions should [8W4], [8W6] demonstrate command World of Wonders Writing Prompts, ✓ TT Unit of Language Standards 4.1A Teacher-Directed Lessons 1–3 up to and including [8W4], [8W6] Grade 8 [of the CSS].)

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
				1	2	3	4	5
	(ELAGSE8W5) 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. (ELAGSE8W6)	TT Unit 4.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8W4], [8W6]			V		
3C	Use Research to Build and Present Knowledge to: i. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of	14	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 BirdIt's a PlaneIt's a Jetman!, A Boone for the Planet, Low Down Living, Too-Cool Transportation: Aisha's Travel Blog, Journey Through the Triangle [8W7] through [8W9b]			×		
	exploration. (ELAGSE8W7) ii. Gather relevant information from	15	<i>Comprehension Lessons [8W9b]</i>			✓ 		

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 2 = Keading Informational3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)
- **Standard Categories Standards** Skills Cycle Activities 1 2 3 5 4 \checkmark multiple print and World of Wonders Writing Prompts, Timeless digital sources, using Tales Teacher-Directed Lessons search terms (TT) Unit [8W9] effectively; assess the 1.1A credibility and accuracy World of Wonders Writing Prompts, of each source; and TT Unit ✓ quote or paraphrase 1.1B Teacher-Directed Lessons the data and [8W9] conclusions of others while avoiding TT Unit World of Wonders Writing Prompts, ~ plagiarism and 2.1A Teacher-Directed Lessons following a standard [8W9] format for citation. (ELAGSE8W8) TT Unit World of Wonders Writing Prompts, \checkmark Draw evidence from iii. 2.1B Teacher-Directed Lessons literary or [8W9] informational texts to support analysis, World of Wonders Writing Prompts, ~ TT Unit reflection, and Teacher-Directed Lessons 3.1A research. [8W9] (ELAGSE8W9) iv. Apply Grade 8 Reading TT Unit World of Wonders Writing Prompts, √ standards to literature 3.1B Teacher-Directed Lessons (e.g., "Analyze how a [8W9] modern work of fiction draws on themes, World of Wonders Writing Prompts, TT Unit √ patterns of events, or 4.1A Teacher-Directed Lessons character types from [8W9] Reading Curriculum Correlations Copyright © 2015 Istation - All rights reserved 86

tandards	Skills	Cycle	Activities		Standard Categories1234				
				1	2	3	4	5	
	myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (ELAGSE8W9a) 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"). (ELAGSE8W9b)	TT Unit 4.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8W9]						
3D	Use Range of Writing to: Write routinely over extended time frames (time for research, reflection, and	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			~			

Standards	Skills	Cycle	Activities		Standa	ard Cate	egories	
				1	2	3	4	5
	<i>revision</i>) and shorter time frames (<i>a single</i> <i>sitting or a day or two</i>) for a range of	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			✓		
	discipline-specific tasks, purposes, and audiences. (ELAGSE8W10)	TT Unit 2.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]			×		
		TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]			×		
		TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			×		
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			✓		
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			✓		
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8W10]</i>			√		

tandards	Skills	Cycle	Activities		Standard Categories				
				1	2	3	4	5	
	ning attentively to others allows etter analysis and synthesis of s.								
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. (ELAGSE8SL1) 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.	15	Bridge Lessons 10-12: General Comprehension 2-4 [8SL1] through [8SL1d]						

Standards	Skills		Activities	Standard Categories						
				1	2	3	4	5		
i	 (ELAGSE8SL1a) i. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (ELAGSE8SL1b) V. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (ELAGSE8SL1c) V. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (ELAGSE8SL1d) 									

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 2 = Keading Informational3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)

Standards Skills Cycle Activities **Standard Categories** 1 2 3 5 4 \checkmark Use Comprehension and Bridge Lessons 9-12: General 4A 15 (Cont.) Collaboration to: Comprehension 1-4 Analyze the purpose of [8SL2], [8SL3] i. information presented in diverse media and \checkmark Timeless Teacher-Directed Lessons formats (e.g., visually, Tales [8SL3] (TT) Unit quantitatively, orally) and evaluate the 1.1A motives (e.g., social, *commercial, political*) TT Unit Fluency, Teacher-Directed Lessons ✓ behind its presentation. [8SL3] 1.1B (ELAGSE8SL2) Delineate a speaker's ii. argument and specific TT Unit Teacher-Directed Lessons \checkmark claims, evaluating the [8SL3] 2.1A soundness of the reasoning TT Unit Fluency, Teacher-Directed Lessons \checkmark and relevance and [8SL3] 2.1B sufficiency of the evidence and TT Unit Teacher-Directed Lessons \checkmark identifying when [8SL3] 3.1A irrelevant evidence is introduced. Fluency, Teacher-Directed Lessons \checkmark TT Unit (ELAGSE8SL3) 3.1B [8SL3] Teacher-Directed Lessons \checkmark TT Unit 4.1A [8SL3]

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 2 = Reading Informational (RI) 3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)
- Standards Skills Cycle Activities **Standard Categories** 2 3 5 1 4 \checkmark TT Unit Fluency, Teacher-Directed Lessons 4.1B [8SL3] Use Presentation of Bridge Lessons 9-12: General ~ 4B 15 Comprehension 1-4 Knowledge and Ideas to: [8SL4], [8SL5], [8SL6] Present claims and i. findings, emphasizing \checkmark salient points in a Ideas Trait Writing focused, coherent Rules! Organization Trait manner with relevant Voice Trait evidence, sound valid Word Choice Trait reasoning, and well-Sentence Fluency Trait chosen details; use Conventions Trait appropriate eye Personal Narrative contact, adequate Teacher-Directed Lessons volume, and clear [8SL4], [8SL6] pronunciation. (ELAGSE8SL4) Integrate multimedia All Timeless Tales Activities \checkmark ii. Timeless and visual displays into [8SL4] Tales presentations to clarify (TT) Unit information, strengthen 1.1.A claims and evidence, and add interest. ~ TT Unit All Timeless Tales Activities (ELAGSE8SL5) 1.1B [8SL4] iii. Adapt speech to a variety of contexts and TT Unit All Timeless Tales Activities \checkmark tasks, demonstrating 2.1A [8SL4] command of formal Reading Curriculum Correlations Copyright © 2015 Istation - All rights reserved 92

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands**

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

Standards	Skills	Cycle	Activities		Standard Categori		gories	
				1	2	3	4	Ę
	English when indicated or appropriate. (See Grade 8 Language	TT Unit 2.1B	<i>All Timeless Tales Activities [8SL4]</i>				~	
	Standards 1 and 3 [of the CCSS] for specific expectations.)	TT Unit 3.1A	<i>All Timeless Tales Activities [8SL4]</i>				~	
		TT Unit 3.1B	<i>All Timeless Tales Activities [8SL4]</i>				~	
		TT Unit 4.1A	<i>All Timeless Tales Activities [8SL4]</i>				~	
		TT Unit 4.1B	<i>All Timeless Tales Activities [8SL4]</i>				~	
	ds should be seen as a network her words.							
5A	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1]</i>					
	grammar and usage when writing or speaking. (ELAGSE8L1) ii. Explain the function of	TT Unit 1.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands**

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
		-		1	2	3	4	5
	verbals (<i>gerunds, participles, infinitives</i>) in general and their function in particular sentences. (ELAGSE8L1a) iii. Form and use verbs in	TT Unit 2.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					~
	the active and passive voice. (ELAGSE8L1b) iv. Form and use verbs in the indicative, imperative, interrogative,	TT Unit 2.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					✓
	conditional, and subjunctive mood. (ELAGSE8L1c) v. Recognize and correct inappropriate shifts in verb voice and mood.* (ELAGSE8L1d)	TT Unit 3.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]</i>					~
	*Skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.	TT Unit 3.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					~

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts Eighth Grade **Reading Standard Strands** 4 = Speaking & Listening (SL) 5 = Language (L) 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Stand	andard Categories		
			1	1	2	3	4	5
		TT Unit 4.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					~
		TT Unit 4.1B	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L1] through [8L1d]					~
5A (Cont.)	Use Conventions of Standard English to: i. Demonstrate command of the conventions of Standard English	Timeless Tales (TT) Unit 1.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8L2] through [8L2c]</i>					~
	capitalization, punctuation, and spelling when writing. (ELAGSE8L2) ii. Use punctuation	TT Unit 1.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons [8L2] through [8L2c]</i>					~
	(<i>comma, ellipsis, dash</i>) to indicate a pause or break. (ELAGSE8L2a)	TT Unit 2.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8L2] through [8L2c]</i>					V
	iii. Use an ellipsis to indicate an omission. (ELAGSE8L2b)	TT Unit 2.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons</i>					~
	iv. Spell correctly. (ELAGSE8L2c)		[8L2] through [8L2c]					

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 4 = Speaking & Listening (SL) 5 = Language (L)
- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Stand	ard Cate	egories	
			1	2	3	4	5	
		TT Unit 3.1A	World of Wonders Writing Prompts, Teacher-Directed Lessons [8L2] through [8L2c]					✓
		TT Unit 3.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons [8L2] through [8L2c]</i>					~
		TT Unit 4.1A	<i>World of Wonders Writing Prompts, Teacher-Directed Lessons [8L2] through [8L2c]</i>					~
		TT Unit 4.1B	<i>World of Wonders Writing Prompts, Vocab Lab, Spelling, Teacher-Directed Lessons [8L2] through [8L2c]</i>					~
5B	Use Knowledge of Language skills to: i. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (ELAGSE8L3) ii. Use verbs in the active and passive voice and in the conditional and	Writing Rules!	<i>Ideas Trait Organization Trait Voice Trait Word Choice Trait Sentence Fluency Trait Conventions Trait Personal Narrative Expository Essay Teacher-Directed Lessons [8L3], [8L3a]</i>					V

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands** 1 = Reading Literacy (RL) 2 = Reading Informational (RI) 4 = Speaking & Listening (SL) 5 = Language (L)

- 3 = Writing (W)

Standards	Skills	Cycle	Activities		Stand	ard Cate	egories	
				1	2	3	4	
	subjunctive mood to achieve particular effects (<i>e.g.,</i> <i>emphasizing the actor</i> or the action;	Timeless Tales (TT) Unit 1.1A	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
	<i>expressing uncertainty or describing a state contrary to fact).</i> (ELAGSE8L3a)	TT Unit 1.1B	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
		TT Unit 2.1A	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
		TT Unit 2.1B	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
		TT Unit 3.1A	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
		TT Unit 3.1B	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					
		TT Unit 4.1A	<i>Teacher-Directed Lessons [8L3], [8L3a]</i>					

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)
- **Standard Categories Standards** Skills Cycle Activities 1 2 3 5 4 \checkmark TT Unit Teacher-Directed Lessons 4.1B [8L3], [8L3a] 5C Use Vocabulary Acquisition All Timeless Tales Activities \checkmark Timeless and Use to: Tales [8L4] through [8L4d] Determine or clarify (TT) Unit i. the meaning of 1.1A unknown and multiplemeaning words or phrases based on TT Unit All Timeless Tales Activities \checkmark Grade 8 reading and 1.1B [8L4] through [8L4d] *content*, choosing flexibly from a range of strategies. (ELAGSE8L4) TT Unit All Timeless Tales Activities \checkmark Use context (e.g., the [8L4] through [8L4d] ii. 2.1A overall meaning of a sentence or paragraph; a word's position or function in a sentence) TT Unit All Timeless Tales Activities \checkmark as a clue to the 2.1B [8L4] through [8L4d] meaning of a word or phrase. (ELAGSE8L4a) TT Unit All Timeless Tales Activities \checkmark iii. Use common, grade-3.1A [8L4] through [8L4d] appropriate Greek or Latin affixes and roots

Istation ELAR Reading Curriculum Legend: Georgia Standards of Excellence (GSE) for English Language Arts **Eighth Grade Reading Standard Strands**

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)

- 3 = Writing (W)

- 4 = Speaking & Listening (SL) 5 = Language (L)

Standards	Skills	Cycle	Activities		Standard Catego		gories	
				1	2	3	4	5
	meaning of a word (e.g., precede, recede, secede). (ELAGSE8L4b) iv. Consult general and specialized reference materials (e.g., dictionaries, glossaries,	TT Unit 3.1B	<i>All Timeless Tales Activities [8L4] through [8L4d]</i>					~
		TT Unit 4.1A	<i>All Timeless Tales Activities [8L4] through [8L4d]</i>					~
	v. Verify the preliminary determination of the meaning of a word or phrase (<i>e.g., by</i> <i>checking the inferred</i> <i>meaning in context or</i> <i>in a dictionary</i>). (ELAGSE8L4d)	TT Unit 4.1B	<i>All Timeless Tales Activities [8L4] through [8L4d]</i>					~
5C (Cont.)	Use Vocabulary Acquisition and Use to: i. Demonstrate	CBTR 15	Bridge Lesson 1 – Analogies [8L5], [8L5b], [8L5c]					~
Reading Cur	riculum Correlations		99	Copyright $©$ 2	015 Istati	on - All ri	ghts rese	erved

Standards	Skills	Cycle	Activities		Stand	ard Cate	gories	
			1	2	3	4	5	
	understanding of figurative language, word relationships, ar nuances in word	d	Bridge Lesson 2 - Antonyms [8L5] through [8L5c]					
	ii. Interpret figures of speech (e.g. verbal		Bridge Lesson 3 – Synonyms [8L5] through [8L5c]					
	<i>irony, puns</i>) in contex (ELAGSE8L5a)	t.	Bridge Lesson 4 – Similes [8L5a]					
	iii. Use the relationship between particular words to better understand each of th words. (ELAGSE8L5b)	e	Bridge Lesson 5 – Metaphors [8L5a]					
	iv. Distinguish among the connotations (associations) of word with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). (ELAGSE8L5c)		Bridge lesson 8 – Context Clues [8L5b], [8L5c]					

 Istation ELAR Reading Curriculum

 Eighth Grade

Legend: Georgia Standards of Excellence (GSE) for English Language Arts

Reading Standard Strands

- 1 = Reading Literacy (RL) 2 = Reading Informational (RI)
- 2 = Reading Informational (F 3 = Writing (W)
- 4 = Speaking & Listening (SL)
- 5 = Language (L)

Standard Categories Standards Skills Cycle Activities 3 1 2 5 4 \checkmark Use Vocabulary Acquisition All Timeless Tales Activities 5D Timeless and Use to: Tales [8L6] Acquire and use (TT) Unit accurately grade-1.1A appropriate general academic and domain-All Timeless Tales Activities TT Unit \checkmark specific words and 1.1B [8L6] phrases; gather vocabulary knowledge when considering a TT Unit All Timeless Tales Activities ~ word or phrase [8L6] 2.1A important to comprehension or TT Unit All Timeless Tales Activities expression. [8L6] 2.1B (ELAGSE8L6) All Timeless Tales Activities TT Unit \checkmark 3.1A [8L6] TT Unit All Timeless Tales Activities ✓ 3.1B [8L6] All Timeless Tales Activities ~ TT Unit [8L6] 4.1A All Timeless Tales Activities \checkmark TT Unit 4.1B [8L6]